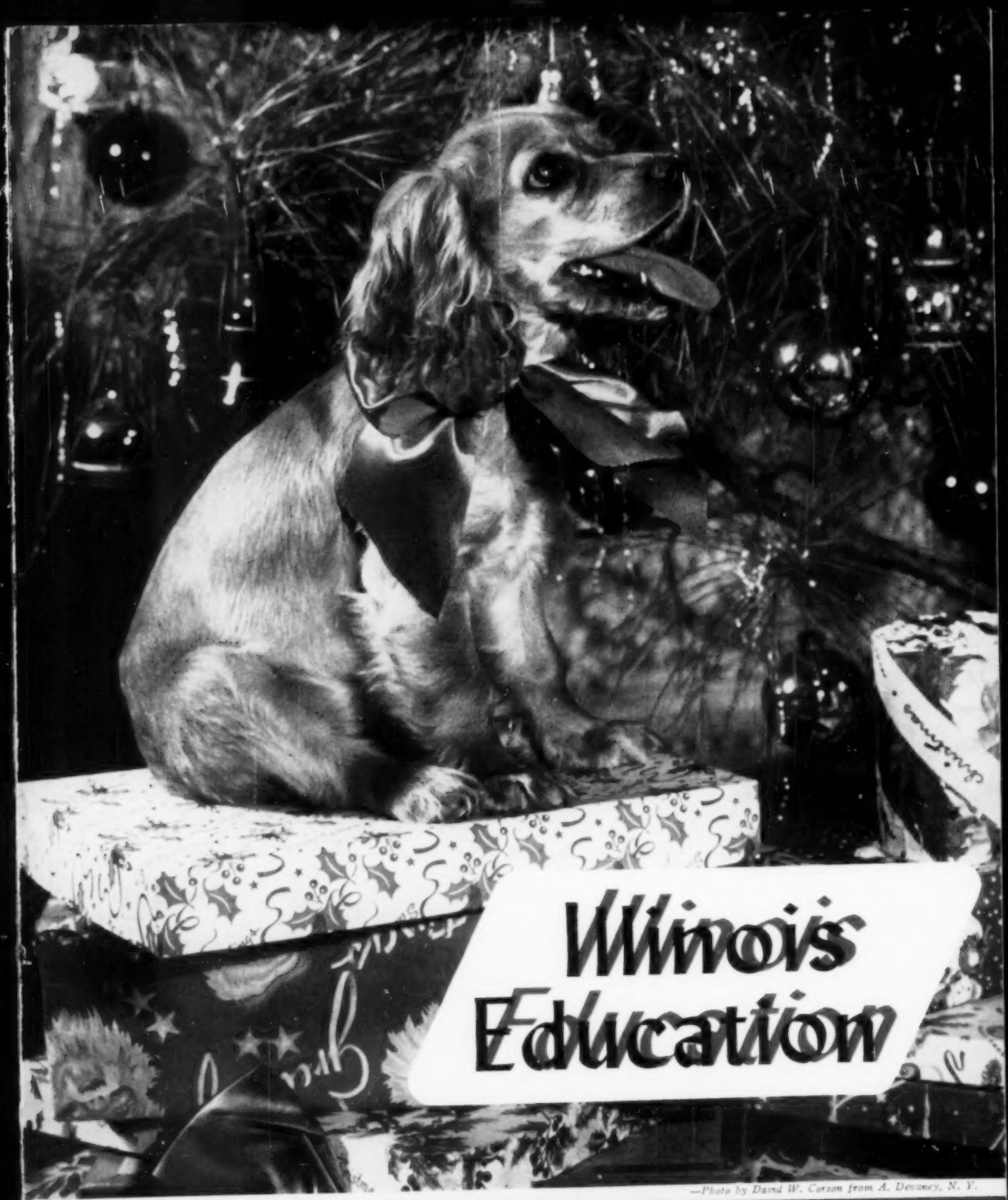

Illinois Education

—Photo by David W. Corson from A. Devaney, N. Y.

DECEMBER 1951

A LETTER TO SANTA

Dear Santa Claus: I'm asking you for far too much, I fear; they tell me that your budget load is kind of tough this year. I've yelled so much for extra space, for desks and more supplies that even little kiddies flee the wild light in my eyes. So, if you can't bring all I need, I'll not be too depressed but, following a teacher's creed, I'll try to do my best. But when today the world is filled with clamor, clash and noise, I sorely need some special gifts to guide my girls and boys.

So bring me understanding now, and love and patience, too, and give me clearer vision for the job that's mine to do.

Reprinted by permission of the author, Frederick J. Moffitt

—*Peoria Star Photo by Ralph Winn*

Bylines

RUDOLPH is a very popular animal with the younger set these days, and we thought the above picture would be appropriate for a Christmas issue. It shows the reaction of seven-year-old Bob Ruhaak to a reindeer decoration on a streetlight in Peoria. The picture was taken by our favorite news photographer (and a former colleague), Ralph Winn of the *Peoria Star*.

•

AN IDEA for achieving a dramatic effect in some of your school plays at Christmas or other times is a skrim curtain such as that used in the Northern Illinois State Teachers College production, "As Written in the Code." (See page 126.) The curtain is such that, when lights are on behind it and off in front of it, there is a hazy sheen on the action, giving it "aesthetic distance." When the lights are on in front of the curtain and off behind it, the curtain is opaque, allowing for quick scene changes.

•

PAUL STREET, public relations director at Northern who is also on the IEA board, wants you to know, however, that the skrim curtain effect is not as eerie as it appears in the picture in this issue. It seems that the photographer's camera had never contended with a skrim curtain before, and insisted on having light both behind and in front of the curtain.

•

A MERRY CHRISTMAS to you, too!

—*The Editor*

Illinois Education

Volume 40, No. 4 **December, 1951**

Hope Angel, Editor • Francine Richard, Assistant Editor • Irving F. Pearson, Consulting Editor • L. R. Grimm and C. E. Vick, Contributing Editors

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—Photo by David W. Corson from A. Devaney, N. Y.

How Can We Teach Moral and Spiritual Values?

By THE COMMITTEE ON MORAL AND SPIRITUAL VALUES

ILLINOIS EDUCATION ASSOCIATION

Committee Will Be Clearing House for Ideas on Teaching Moral and Spiritual Values

By EDITH T. WENTWORTH, *DeKalb Township High School, Chairman*

GEN. Omar Bradley has declared that we live today in a world of nuclear giants and ethical infants. Kentucky educational leaders who planned a 1949 workshop on "Moral and Spiritual Values in Education" stated one of their basic assumptions in these words: "The weakest phase of education, as of American culture, is at the level of values."

Realizing the tremendous need for greater emphasis on moral values, the 97th Representative Assembly of the IEA recommended to the board of directors the establishment of a committee to study the possibilities for Illinois teachers to bring about such emphasis.

WHAT ARE THESE VALUES?

The committee, selected by the board of directors, has held four meetings. Its first task was to prepare a meaningful definition of moral and spiritual values. The committee agreed that "moral and spiritual values mean those values which, when applied in human behavior, exalt and refine life, and bring the individual's life into accord with the standards of conduct that are essential to the growth, development, and preservation of democratic culture."

Among such values are the supreme importance of individual personality, respect and consideration for the rights and needs of others, individual responsibility for the consequences of one's own conduct, the respect for and pursuit of excellence, continuous search and respect for truth and justice (intellectual honesty), mutual consent and cooperation based upon truth and understanding, and individual responsibility to community endeavors for the preservation and improvement of moral and spiritual values.

The committee believes that much is being done in the classrooms of Illinois which is bringing excellent results, and that one of the committee's tasks is to discover the methods and materials used and to serve as a clearing house for the ideas presented. Every member of the committee would be happy to receive suggestions from interested teachers, as a means of starting that phase of the work. The names and addresses of the committee are appended to this article for that purpose.

STUDY TEACHER ATTITUDES

Some studies have been made regarding the attitude of teachers toward this problem. Another investigation will attempt to learn the reaction of high school seniors: Do they believe that the school program has helped them to develop moral values? Because the teacher plays an all-important part in such development, we wish to discover what teacher-education institutions are now doing and what more they could do to help teachers find materials and methods which would stress still more, within their subject-matter courses, the moral and spiritual values inherent therein. We hope to go further, and to request at least one of our state teacher-education institutions to establish a summer workshop, with graduate credit, which will enable teachers to obtain help on such problems.

The committee members are alert to developments along this line all over the country, for the necessity of pointing our teaching to moral values has "caught on like wildfire." To acquaint our Illinois teachers with the importance of the project, several recommendations are made: that local associations and divisions have discussions on the subject similar to that held at the IEA Leaders Conference in Peoria; that publicity be given to such discussions and to any outstanding work in any community; that lay members of the community and students be brought into the study and discussion of methods of developing moral and spiritual values; and that all sections of the IEA be encouraged to cooperate.

If the teachers of our state attack this problem with zest, Illinois will continue to be in the vanguard of educational progress! We are only your authorized committee; we need your help!

Teaching Must Be Geared To Child's Physical, Spiritual, And Emotional Make-Up

By EARL H. HANSON, *Superintendent of Schools, Rock Island*

WE agree that it is not enough to say that we teach English or algebra or character; we teach English *to* Mary or John and *develop* character in Jimmy and Gwendolyn. Of course, that implies that to be good teachers we must know something of the physical, spiritual, and emotional make-ups of those we teach and as far as we can gear our teaching to the fundamental human urges.

A human being is a child of God created in His own image, and as such he has dominion over the animals of the earth, but he is himself an animal, too, and shares with the animal kingdom those instincts needed to live in a highly competitive society and to reproduce his own kind.

Man's instincts are somewhat clouded compared to other animals', but to compensate other faculties are more efficient; particularly, his mind

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is better than that of other animals. He can assemble data, think them through, and come to logical conclusions.

Man also possesses an emotional life which is much more intense, varied, and lasting than that of animals. Animals are emotional, too. Dogs, for instance, bear great love for their masters, but man is capable of an infinite variety of emotion and can be influenced more powerfully to action through his emotions than through his intellect. It is true, too, that his very physical health depends to a large degree upon the stability of his emotional nature. Man also has a soul, which most of us feel that other animals do not have.

Because of these peculiar attributes, and particularly because man was created in God's image, it is axiomatic that man's personality is infinitely precious.

As stated, to develop character in Jimmy and Gwendolyn we must gear our teaching to their fundamental urges, to their fundamental human growth and development tasks. If we successfully attach our teaching to them, Jimmy and Gwendolyn will exert enormous effort and will probably develop satisfactorily along the lines of character and spiritual matters.

Each growth age has its rather peculiar tasks. One of them which is within the reach of the schools is the adolescent age, which is a stage of great opportunity to schools in their programs of developing character and spiritual values.

TASKS OF ADOLESCENCE

Following are three normal tasks of that stage, and specific suggestions for building moral and spiritual values by taking them into account:

1. To deal effectively with the urges finding root in the body which is changing from childhood to adolescence. Because of these urges the child may feel very intensely about spiritual matters. He also is developing attitudes toward the opposite sex. Moral conduct between the sexes and feelings toward spiritual things should be cultivated in harmony with what we know to be happening physically.

2. To deal effectively with the urge for independence which comes with the maturing body. Hence, the need to cut the apron strings. From these feelings for independence should come school programs to develop an acceptance of increased responsibility for one's own acts and an increasing recognition of the fact that independence for self means the right of independence for others. Where different people's rights come together, each must recognize the right of the other.

3. To deal effectively with the need for approval of adults, other than those in the immediate family. This urge should be directed to the development of altruistic attitudes toward others. It should be made clear that recognition which results from practiced sympathy, kindness, and generosity, is far superior to recognition because of belligerence.

SCHOOL WORK SHOULD HARMONIZE

Wise junior-senior high school teachers know that youngsters in these institutions are working on these tasks all of the time. If the school work of the junior-senior high school is tied in with them harmoniously, the school will function as a fine institution. If school work is in opposition to them, the school will not be successful.

Wise teachers will analyze every growth period and establish school work and programs of moral and spiritual development in harmony with the things that the children will have to do anyway in order to grow up successfully.

Teacher's Attitude Means Much in Teaching Values, But Community Must Help

By ***RUSSELL MALAN,*** *Superintendent of Schools, Harrisburg*

FROM the introduction to Lee and Lee's *The Child and His Curriculum,* comes this statement: "We know that the educative process is a functional relationship between the learner and his environment. The principle of integration, the process of integrating, we accept as basic in any wholesome learning situation."*

The problem of the public school, in the area of moral and spiritual values, is then to set up a proper functional relationship and to integrate the concepts, principles, and values of good moral conduct into all phases of the learner's school-related activity. Our schools and their teachers have been much concerned with the teaching of knowledge, the developing of skills, and the mastery of the processes of government, but in many respects they have not come to grips with their responsibility for the functional growth of youth in the areas of moral and spiritual values.

There are certain difficulties inherent in the teaching of moral and spiritual concepts and values, but such difficulties must not be used as reasons for failing to meet the responsibility of the schools in this area. The difficulties, if faced with determination and enthusiasm on the part of the teacher, can be identified, and once identified can be reduced to reasonable dimensions. There are specific steps to be taken in approaching the problem of effective teaching in this area, and they may be classified as follows:

1. State in clear and compelling terms the aims of the school in respect to the teaching of moral and spiritual values.

2. Recognize the problem as one of personality growth, involving the

* Lee, J. Murray, and Lee, Dorris May, *The Child and His Curriculum,* Appleton-Century-Crofts, New York, p. 1.

giving of direction to the learner in his experience pattern.

3. Recognize that change is possible in the growth process in respect to impulses, habits, ideas, attitudes, purposes, and values.

4. Accept the fact that the techniques of teaching moral and spiritual values are not textbook or content problems, and that the testing or measuring of success in this area cannot be achieved by traditional methods. Such an approach involves teacher confidence and the quality of patience.

5. Recognize that moral and spiritual values are indigenous in the school life and its processes. Strive to discover and develop these values in every experience situation within the school.

Much of the success in the education of youth in moral and spiritual values depends upon the attitude of the classroom teacher, but one of the most discouraging factors in such teaching is the negative attitude of forces and groups within the community.

The attitude and behavior of the child is conditioned by his total environment. His total personality is the product of the school, the home, the street, and he shares in all experiences his community provides. Hence, it is to the advantage of the school to use every means to create a better community. Teachers who are active in a positive fashion in community life simplify their tasks in the school, particularly in the area of moral and spiritual values.

CAN'T HELP INFLUENCING

Of all the factors contributing to a child's growth in spirit and personality, none need be stronger, than the school, if teachers generally accept the responsibility which is theirs and dedicate themselves to the challenge inherent in the teaching of moral and spiritual values. Indeed, as the Association for Supervision and Curriculum Development points out, "A teacher cannot avoid helping pupils develop values. Through his behavior, the type of classroom environment he builds, and the way he works with pupils, the teacher is influencing pupils in the development of their values." In the end, a teacher's teaching can be no better than his own attitudes on moral and spiritual matters.

Poems for Teachers

By GEORGE A. OLSON
Principal, Hyde Park High School, Chicago

HOW DO YOU TEACH?

Do you give the child a view
  of distant horizons, of hills to climb
And something worthwhile just beyond?
  Can you tell him something new
And show the interest that makes him feel you care?
  Will you bring your subject close to him
And patiently guide him if he falters?
  Won't you lead but never drive
Nor taunt, nor set up barriers!

WHOM DO YOU TEACH?

Do you give time to everyone,
  Not just to those who know?
Can you remember everyone
  And give to each his share?
Will you watch for the timid one,
  Help him to sparkle and glow?
Won't you learn that there is but one;
  Forget the mass, the crowd!

WHAT DO YOU TEACH?

Do you bring the world to the room
  Or is your subject set aside?
Can you make things real and true
  And open his eyes to this world of ours?
Will you urge him to seek the truth,
  To reflect, and to weigh?
Won't you go beyond the book,
  Teach him to be a man!

WHY DO YOU TEACH?

You teach for money, so do we all,
  For food, shelter, security.
But isn't there something more?
  Remember, you believe in something;
You want to bring a flash to a youngster's eyes,
  To light a spark that will live to grow.
Make it so today, this week, this year;
  Believe that because of what you do
Someday a Jefferson, a Burbank, an Eisenhower
  Will step into the breach to save our way of life.
Believe and do,
  For you can make it true.

'—as written in the code'

SKRIM CURTAIN gives "aesthetic distance" to scenes in a 50-minute presentation of the dynamics of the IEA code of ethics which was given, with special lighting effects and orchestral background music, at the Northern Illinois State Teachers College homecoming and at the meeting of the Rock River Division of the IEA. Charles E. Howell of the social science faculty wrote the script.

BACKSTAGE scene shows the skrim curtain at the left. Here a teacher favors the mayor's daughter while refusing to consider the contributions of a less-favored member of the class, in violation of the code which says each child should have impartial and fair treatment.

FACULTY members discuss one teacher's revolt against the "narrow-minded" standards of the community in which they work. She is reminded that, although she may live by her own standards, she must also respect accepted behavior patterns of the community.

BRIDGE GAME chatter gives the doctor's wife the opportunity to ask the teacher for a certain pupil's intelligence test score, which the teacher refuses to give, explaining that professional ethics of teachers as well as doctors require that personal information be kept in strictest confidence.

Dramatic portrayal by Northern students shows how teachers' code of ethics may be applied.

Career Kids

Eighth graders in Vandalia get boosts toward future life work as result of unit on health. Even the marines help.

By FRANCINE RICHARD
Assistant Editor, Illinois Education

A MARINE FIGHTER PILOT'S shock helmet and oxygen equipment are explained to Billy Harrison and his teacher, Mrs. Hilda Blowers, by Lt. A. W. Rhode, left, and Lt. Col. H. E. Allen.

When Mrs. Hilda Blowers of Central School in Vandalia started her eighth-grade health class on a project to plan their future careers, she didn't expect the outcome to be so exciting. But as a result, a handicapped girl has a job, a boy has been personally escorted on a tour of the marine corps facilities at St. Louis, another boy has received a week's invitation to visit a horse ranch in New York—and all the returns are not in.

To start the unit, Mrs. Blowers explained to the pupils that there were certain qualifications of health, personality, and preparation which were necessary for any particular job. She cautioned the boys and girls to consider these qualifications for the particular career in which they were interested and to check and see if they possessed them or if they were willing to work to achieve them. A happy, successful adult, the teacher told them, is one who is doing a job he enjoys and for which he is adequately prepared.

FIVE-PART PROJECT

The project was to be divided into five parts. The pupils were 1) to describe the job they had chosen and the reasons for their choice; 2) to find out, from people now successfully engaged in that type of work or profession, the training and education necessary for the job; 3) to determine what part their present hobbies might play in their future life as an adult; 4) to determine the good health rules they need to follow now and in the future and why they are necessary to the success of their job; and 5) to describe how they are building character now, through good mental and emotional habits, for successful adulthood.

INFORMATION, PLEASE

Shirley Lock had been left with little coordination in her hands as a result of polio, and was not able to write. But she was interested in the work of telephone operators. While Shirley dictated, Mrs. Blowers wrote a letter for her to the chief operator of the Shelbyville telephone office, explaining the class project, Shirley's interest in telephone work, and also her handicap.

The chief operator called Shirley at school one day to arrange for her to visit the Vandalia telephone office. There Shirley took some tests, which she passed satisfactorily, and was told that in spite of her handicap she would be able to handle the job of information operator successfully. So when school is out next spring, Shirley Lock, who is 17, will be an information operator, doing work in which she has shown the necessary interest and for which she has the necessary qualifications.

Billy Harrison wanted to be a marine fighter pilot. So he wrote to the marine recruiting station at St. Louis, told them of his plans for his future, and asked for some information.

The marines really came through for Billy. Lt. Col. H. E. Allen, the commanding officer of the marine air detachment at Lambert Naval Air Station, went to Central School and talked to Billy and the class. He pinned the gold air-wings of a fighter pilot on Billy and presented him with a model plane of the marine fighter type. He spoke of Billy's possible future as a marine pilot and explained the new midget one-man helicopter.

Colonel Allen told the class that a future in the marine air arm depends upon a high standard of physical and educational achievement while in school, and urged them to do the best they could at all times. He said he was "gratified to know that the future officers and men of the marine corps will come from just such educational institutions as this."

CONDUCTED TOUR

Then Billy was taken on a tour of the marine corps facilities at St. Louis by Lt. A. W. Rhode, public information officer of the midwestern division. He invited two of his classmates, Loren Durbin and Larry Bannister, to share his trip with him. He met Col. C. J. O'Donnell, commanding officer of the recruiting detachment at St. Louis, was presented with a drawing and souvenir part of the first rocket helicopter, inspected and was photographed with various types of marine planes, and took a taxi ride in a jet fighter plane. After

(Continued on page 156)

Ten Years of Tenure

From his experience with about 500 cases, IEA research director tells some things teachers and their employers should know about the tenure law and its benefits.

STUDY UNIT—Vol. 14, No. 4

TEN YEARS of experience with downstate teacher tenure provisions show reasonably satisfactory results. This article will summarize a few observations drawn largely from the writer's contact with and review of some 500 tenure and contract cases that have been brought to the IEA office for consideration.

The 1941 law established tenure (contractual continued service) after a probationary period, for full-time certificated employees of a board of education or school inspectors in a district below 500,000 population. A separate program of continuing contracts in a district governed by a board of directors differs very much from the tenure law for board of education districts.

TENURE PROVIDES CONTINUITY

The tenure law tends to provide for the pupils a more continuous policy in their educational program. It helps to provide a school wherein educational employees are not likely to be removed for reasons purely political or factional or for causes based upon personal, selfish domination of those in authority.

Tenure gives the teacher encouragement to grow professionally and to plan programs and curriculum changes that require more than a few months to develop. The board and the administrator gain under a good tenure law by being able to show political and factional blocs that public law rather than personal and selfish interest govern the dismissal and employment of the educational staff.

Certainly the law does not prevent dismissal of an employee who really needs to be dropped from his position. Where the cause of dismissal is just, where the proper legal procedure is followed, and where clear evidence to prove the cause can be given, there should be no difficulty in carrying out the purpose and the intent of the tenure law. Cases that have reached the IEA office show that the law has given protection and security in deserved cases—and that in some cases the employees have not been entitled to such benefits.

One of the foremost problems regarding the tenure law is the need for teachers, administrators, and board members to understand the law.

Each local teacher group can well afford to take the time to obtain copies of the law and hold a discussion meeting on contract and tenure questions yearly. Teachers employed by boards of education (or inspectors) should know such points as the following:

1. A board of education is under no legal obligation to give a teacher a notice or a reason for failure to re-employ at the end of the first year of probation.

2. The period of probation in a particular district may be made three instead of two years in case of a teacher who has not had a full year of experience before entering employment of such district.

3. Dismissal *at the end of probation* can be made by giving notice of reason by registered mail at least 60 days before the end of the school term, and the law does not require the board to grant a hearing on the reason stated.

4. A so-called "honorable dismissal" may be given where the number of teachers is to be reduced or some particular type of teaching is to be discontinued. In such case no hearing has to be given; however, there must be proper notice and the dismissed employee must be offered the discontinued position if it is reopened within a calendar year.

CONTRACTS NOT NECESSARY

5. Teachers on tenure should not sign annual contracts; an opinion of the attorney general declared such a contract to be "absurd" and "invalid."

6. Since July 1, 1949, a teacher preserves tenure when his position is taken into another board of education district by change of boundary or merger of districts.

7. A tenure teacher may be dismissed on any date between Nov. 1 and the end of the school term if provisions of the law are met (prior notice of at least 60 days, right of hearing, and the like).

8. A teacher on tenure may be transferred to a position which the teacher is qualified to fill.

9. Demotion to a position at a reduced salary must come under the same procedure as is required to effect a dismissal (notice, reason, right of hearing, etc.).

10. The salary of a tenure teacher may be reduced without following the usual procedure involved in a dismissal if there are uniform reductions for others or if the reduction comes through a reasonable classification (as by a salary schedule, for example).

EXTRA WORK NOT INCLUDED

11. Extra-curricular activities annually contracted for separately at pay above the regular schedule are probably not under tenure protection.

12. Since the tenure law is a public law enacted in the interest of the public, the board and the teacher may not agree to waive responsibilities and obligations under the act.

13. In deciding whether causes of dismissal are remediable and whether a written warning should be given for removal of causes prior to sending a dismissal notice, the school board may exercise its discretion.

14. Upon receipt of legal notice of dismissal, the teacher has but 10 days in which to ask in writing for a hearing.

15. The hearing shall be public at the request of either board or teacher.

16. The board must subpoena at least 10 witnesses for the teacher upon his request, and the teacher has the right to employ counsel in defense.

17. The board must present evidence to prove its charges, which the teacher and his witnesses may refute.

18. A majority vote of the entire board is needed to approve dismissal after the hearing.

REVIEW MAY BE ASKED FOR

19. When a tenure teacher is dismissed, a review by appeal may be had by asking the county superintendent within 10 days, in writing, to set up an appeal committee.

20. No new charges or evidence should be presented to the appeal committee; it should confine its review to the transcript or record of the board hearing.

21. The teacher whose case is being heard must pay one-half of the cost of the reporter's attendance and service. The teacher and the board must each pay the reporter the cost of a copy of the transcript if such is desired.

22. The final decision of the appeal committee may be brought before the courts under the Administrative Review Act.

The above points are not all that the teacher should know about dismissal procedure under the tenure act. Experience shows that it is difficult to oppose charges unless good witnesses can be provided for the teacher, and unless good evidence can be presented to disprove the charges. When a tenure case runs by appeal through the higher courts it may require two or three years to reach a final decision.

NOT ALL TEACHERS EFFICIENT

Another problem revealed in the study of tenure cases is the simple fact that not all teachers, administrators, and board members are efficient in performing their respective functions, and not all agree as to what constitutes efficiency. It is fair to say that a very small percentage of teachers do not actually perform efficiently. Likewise it is fair to say that a very small percentage of administrators and board members either do not recognize efficiency or else permit selfish and whimsical issues to enter into the dismissal and employment of teachers. The net result is that some tenure cases arise where teachers deserve dismissal, and other cases arise where good teachers are performing with a high degree of efficiency and merit.

By L. R. GRIMM

Director of Research
Illinois Education Association

From various sources questions about the tenure law and its operation arise from time to time. Among those asked frequently are the following:

1. Should administrators be removed from the provisions of the tenure law? (In the downstate area they have probably been legally included in recent years; it seems certain that the certification act and the tenure act construed together must cover administrators hereafter.)

2. Should the law be amended to eliminate the appeal committee and provide for review directly in the courts?

3. Should the law be amended to make clear the power of the county superintendent to appoint an appeal committee from outside his county in any case where there is only one district in the county?

4. Should the law be amended to make clear the time when the probationary period begins for that teacher who takes the place of a tenure teacher who entered military service and does not return to fill the position?

5. Are teachers who are employed full-time by more than one board of education, but not full-time by a single board, covered by the tenure provisions? (The attorney general said that they were a few years ago but did not publish his view as an official opinion; perhaps those now interested should ask for a formal opinion.)

6. In case of a dismissal to take place at the end of the school term, should the law be changed to permit the notice to be given as late as June 1 instead of at least 60 days prior to the date of dismissal?

TEACHER MUST NOTIFY BOARD

7. From the end of the school term until a day that is only 30 days prior to the opening of the next term, a tenure teacher may resign by notifying in writing the employing board of education. (At any other time resignation is only by permission of the board, as is *always* the case for contract and probationary teachers.) Should this summertime period of resigning without permission be shortened by specifying a final date, as July 1, for the time period allowed?

8. More than one instance has arisen where the board has failed to give a tenure teacher notice in time to dismiss him at the end of the school term but has sent the notice as late as August, specifying the dismissal date as Nov. 1 and suspending the teacher from duty on and after Sept. 1. Such procedure has the effect of terminating service as of the end of the term already ended and gives the dismissed teacher too little time to arrange for another position. How can this difficulty be corrected?

Then and Now

By

FLOYD T. GOODIER

Emeritus Professor
Illinois State Normal University
and Historian
Phi Delta Kappa

MEMBERS of the Illinois Education Association are repeatedly urged to work for the improvement of educational conditions in the state. Weaknesses are pointed out, remedial measures are outlined, comparisons are made with school systems of other states, and loyalty to the children of the state is challenged.

All this is to the good. We should never be satisfied with the status quo, but should always be seeking progress.

However, it might be a source of satisfaction and encouragement to stop occasionally and compare present conditions with those of an earlier time. Have our efforts been at all successful? As we evaluate public school conditions and compare them with those of the preceding generation, what forward steps have been taken?

Readers of ILLINOIS EDUCATION may be interested in some of the changes in the general educational set-up in Illinois since I came to the state as a beginning teacher in the fall of 1903. It has been a pleasure to be connected with the schools of Illinois for more than 40 years, and it is also a pleasure to chronicle some forward steps that have been taken educationally in the state during those years.

Alfred Bayliss was state superintendent of public instruction in 1903. In his office were two men assistants, a woman clerk, a woman stenographer, and a man porter and messenger. There was also a Board of Examiners for State Certificates consisting of four public school men. Andrew Draper, soon to become the first state commissioner of education in New York, was president of the University of Illinois. The faculty numbered 381; and there were 3594 students, of whom 118 were doing graduate work.

Presidents of the state normal schools then were David Felmley at Normal, David Parkinson of Carbondale, John W. Cook at DeKalb, Livingston Lord at Charleston, and John Henninger at Macomb. It is interesting to note that the Charleston faculty included in 1903-04 Henry Johnson, Otis Caldwell, Francis G. Blair, Thomas Briggs, and J. C. Brown. It is no wonder that President Lord used to boast in later years of the success of the young men whom he had earlier selected for his faculty.

The enrollment of the five normal schools ranged from 300 to 500. Each had a two-year curriculum for the preparation of elementary school teachers, although many of those in attendance stayed for a shorter period.

SUPERINTENDENTS IN 1903

Among the county superintendents at that time were A. F. Nightingale in Cook who succeeded Orville T. Bright in 1902, H. A. Dean in Kane, Walter Boyes in Knox, Charles McIntosh in Piatt, Caroline Grote in Pike, Cyrus Grove in Stephenson, R. O. Clarida in Williamson, and O. J. Kern in Winnebago.

County superintendents received the following salaries according to the school law of 1903: 3 percent commission upon the amount of sales of school land in the county; 2 percent commission upon the sums distributed in the various districts for the support of schools; $4 a day for days actually spent in performance of their duties, the number of such days to be determined by the board of supervisors; $1 a day for days spent in visiting schools. The combined amounts totaled from $1000 to $3000 in all counties except Cook, where it was considerably more.

IEA WAS THEN STATE TEACHERS

The Illinois State Teachers Association held its annual meeting at Springfield during the Christmas holidays. It was not a delegate body; each member of the association in attendance had a vote. As was to be expected, debate was usually limited to a comparatively small number, and decisions were in accordance with the views of this small number.

In addition to the superintendent of public instruction, the president of the University of Illinois, the normal school presidents, and the county superintendents listed above, other leaders included the following city superintendents: E. G. Cooley of Chicago, C. M. Bardwell of East Aurora, A. V. Greenman of West Aurora, T. C. Clendenen of Cairo, L. H. Griffith of Danville, E. A. Gastman of Decatur, W. L. Steele of Galesburg, F. N. Tracy of Kankakee, N. C. Dougherty of Peoria, and Peleg Walker of Rockford.

33 TOWNSHIP HIGH SCHOOLS

There were 33 township high schools in the state. Leaders who had much influence at Springfield were: H. V. Church of Cicero, Harry Taylor of Harrisburg, J. Stanley Brown of Joliet, Thomas J. McCormick of LaSalle-Peru, J. C. Hanna of Oak Park, and H. S. Magill of Princeton.

Many of the men mentioned above held more important positions later. J. Stanley Brown became president of the normal school at DeKalb, J. C. Hanna became assistant state superintendent, and H. S. Magill became superintendent of schools at Springfield and later a field secretary for the National Education Association.

Now to some specific data on school conditions in 1903 compared with 1949. In the earlier year schools were in session an average of 160 days; in 1949, the average was 186.79 days. In 1903-04 high

school enrollments totaled 43,818 and required the services of 1811 teachers. For the later date the comparative figures were 299,264 and 14,874. Only 1393 public school teachers in 1903-04 were college graduates; 1206 had completed a two-year course at a normal school; one-fourth, or 6883, had not completed a high school course. In 1948-49, exclusive of Chicago, 12,600 teachers had a bachelor's degree, 4847 a master's degree, and 35 a doctor's degree.

TEACHERS PAID $55-$65

The highest salary paid a classroom teacher in 1903-04 was $300 a month and the lowest $12.50 a month. The average salary for men was $65 and for women $55. State Superintendent Bayliss recommended without success that the General Assembly provide by law a minimum salary of $50 per month. In 1948-49, exclusive of Chicago, only 3034 classroom teachers received less than $1600 per year. The median for rural teachers was $1800 to $2000; for elementary teachers, not rural, $2400 to $2700; and for high school teachers, $3000 to $3500. Since 1945 Illinois has had a minimum salary of $1200 per year prescribed by law. This year the General Assembly set a graduated minimum ranging from $1800 for less than 60 hours training to $2400 for a bachelor's degree and $2600 for a master's degree.

SCHOOL FUND MUCH LESS

The total public school expenditures in 1903-04 were $22,637,000, and in 1948-49, $329,000,000. The state school fund of $1,057,000 in 1903-04 had been increased to approximately $57,000,000 in 1948-49.

There were 11,751 school districts in Illinois in 1903-04. Superintendent Bayliss was much concerned because 525 schools in 62 different counties enrolled less than 10 pupils per school. On Oct. 1, 1951, the districts of the state totaled 3658.

Progress has been made along other lines, some of which are:

1. The Illinois State Teachers Association has become the Illinois Education Association. It has a competent staff housed in its own beautiful building at the state capital. Through a delegate system all parts of the state are represented at the annual meeting and classroom teachers, as well as administrators, are delegates and help determine policies.

2. The state university has become one of the great educational centers of the United States with a College of Education. The normal schools have become teachers colleges providing graduate work, as well as the courses leading to a bachelor's degree.

3. Qualifications for county superintendents of schools have been materially raised. The position carries a salary high enough to attract competent candidates. By statute each county superintendent has the help of a trained assistant.

4. The certification procedure has been vastly improved and standardized.

5. State appropriations cover kindergartens and secondary school grades, as well as grades one to eight. State funds are also provided for transportation of pupils.

6. Fourteen public junior colleges are in operation in the state, including the three in Chicago. The full-time enrollment, nearly 14,000, is third largest among the states, being exceeded only by California and Texas.

7. The laws for tenure and retirement pensions provide a security for teachers which make them envied by their colleagues in many other states.

8. A program of special education for all types of exceptional children under the direction of the Office of the Superintendent of Public Instruction is certainly one of the best in the entire nation. The clause of the state constitution placing upon the General Assembly the obligation of furnishing a "good common school education to all children of the state" has taken on new meaning.

CREDIT GOES TO MANY GROUPS

Who gets the credit for these forward steps? Certainly no single group of persons and no single organization. The Office of the State Superintendent of Public Instruction, the College of Education at the University of Illinois, the teacher-education institutions and other colleges, school administrators and classroom teachers—all have made their contributions. The Illinois Congress of Parents and Teachers, the League of Women Voters, the Illinois Agricultural Association, the Illinois Association of School Boards, and in recent years the Illinois Chamber of Commerce have all played a part in this great educational drama.

And since 1853 the Illinois Education Association has continuously and vigorously presented a program of educational progress. It is proud of this program and appreciates the help of other groups.

This article has not been written to suggest that the work has been completed and that no further effort is necessary. Quite the contrary. Many unsolved problems are before us. Each age, each generation develops its own problems. We must keep the needs of youth before us and continue our cooperative endeavors to improve our services to them.

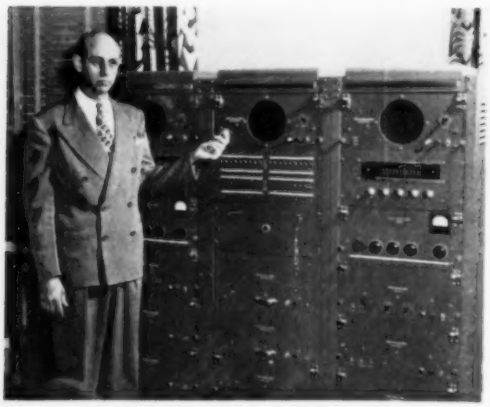
As we look backward, we can see that we have come a long way. Let us take courage from that backward look. Let us continue the advance in the years to come.

Public education has come a long way since 1903-04, when teachers were paid $55-$65 a month, very few had degrees, and the state school fund was $1,057,000. Credit goes to continuous work of many interested citizen and school groups, especially the IEA, who may look backward with pride and forward with hopeful courage.

Gov. Adlai E. Stevenson spoke at the dedication of the first unit of Southern's new University School, which will be used primarily as a laboratory for students in teacher-training and as a demonstration center for schools in that area. Included are specially equipped rooms for teaching the hard-of-hearing, sound-proof rooms for teaching speech correction, and private practice rooms for music.

SIU Lab School

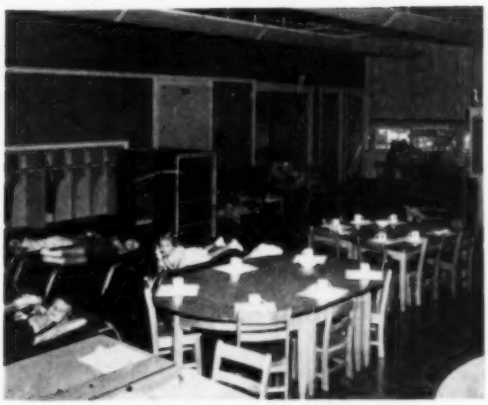
Two million dollar University School at Southern is dedicated on Nov. 16.



CHIEF BROADCASTER is John D. Mees, principal, who uses the microphone in his office and a complete radio system to make announcements to all or any one of the rooms in the building. Programs or events may also be broadcast throughout the building from auditorium, gymnasium, or Little Theatre.

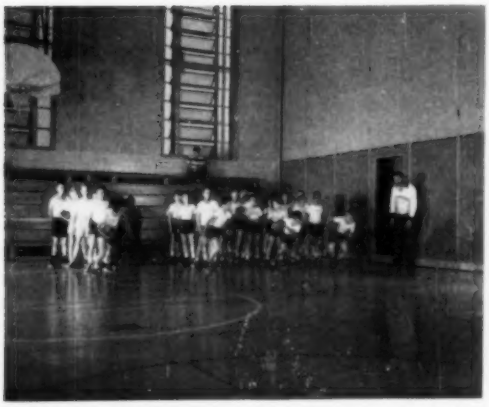
SCENES from familiar childhood stories such as this one from Alice in Wonderland are depicted in wall statues at the entrance of the elementary classrooms. Elementary rooms have light, natural birch furniture and green chalkboards to reduce eyestrain. Desks have tops adjustable at 10- or 20-degree angles and movable swivel seats.

A SMALL STAGE has been incorporated into the speech room, which has folding doors separating it from the English rooms. When dramatizations are presented, the doors may be opened and the entire space becomes a theater where students may view programs.



—Southern Illinois University News Photos

NAP TIME in the kindergarten, and the five-year-olds stretch out on light-weight aluminum cots which they can move themselves. Other features of the room include wash basins and sink at children's height, a fountain for science study, and observation windows so student teachers can see the class without being seen.



FOLDING BLEACHERS assure maximum floor space for football practice under the direction of Coach "Bud" Stotler in the physical education gymnasium, where modernization plus function was the guiding factor. Electrically-controlled doors divide the large gym into two smaller ones, and a ventilating system keeps air fresh.

QUIET is practically assured in the library by a sound-absorbing ceiling. Windows which permit a maximum amount of light in the room, light-colored walls and furniture, fluorescent lighting, and individual temperature controls are features of each classroom. The building houses 600 students from nursery through 12th grade.

A study of other cultures could further the cause of world peace by providing a base for understanding peoples of other countries.

—United Nations Photo

the schools must develop

An International Mind

By *HAYWARD KENISTON*

Dean, College of Literature, Science, and the Arts
University of Michigan

AMERICAN education must assume the responsibility for awakening our people to a realization of our new role in the world of nations and for developing on a broad basis an "international mind." And this program must be a part of the whole educational system.

PROJECT STUDIES HELP

Even now, the better elementary schools are making a significant contribution toward this goal through their "project" studies of individual countries. A term, wisely spent on the study of Mexico, for example, not only provides information about its geography, climate, and ethnography, but it also awakens interest in its music, its art, its folkways. At best, it should arouse sympathy for the Mexican people and a desire to know them better. This type of study should be made a continuing part of the whole elementary program and should include not only our neighbors and the peoples of Western Europe, but India, China, and the dwellers in remote lands.

At the secondary and college levels, we have made little progress toward an adequate program. The foreign languages, as now taught, provide for the most a fleeting skill in comprehension and expression and a meager introduction to literature. The "area programs" offered in college reach only a few upper-classmen. The graduate "area programs" are in-

This article was taken from a talk by Dean Keniston, called "Foreign Language Study and International Relations," at the Northwestern University Centennial Conference on Communications Oct. 13.

tended only to prepare specialized experts.

How, then, shall we bring to all of our students a better understanding of our international obligations and a desire to share in the solution of our international problems? I have little faith in general courses in international relations. Lacking in particulars, as they must, they awaken no meaningful response from the experience of the student and become vague abstractions. What we need is an experience in understanding a particular people. Once that is gained, it will be possible to extend our attitudes to other peoples, to the broader issues of worldwide understanding.

NEED TO KNOW OTHER CULTURES

I would therefore propose that every student in high school and college be required to study the culture of one foreign people. Obviously, the teachers who offer the courses in each field must be persons who are competent in the understanding of these civilizations. And the only group who are specifically trained for this purpose, at least in theory, are the present teachers of foreign languages. The immediate question that must be faced is the content and method of such courses.

Experience has proved that a considerable number of high school students cannot profit by the study of a foreign language. They are boys and girls whose verbal gifts are slender; their progress in a foreign tongue is too slow to justify the time expended. But this group needs at least some understanding of other cultures, and it would be proper to provide for them courses which involve reading in English about some other country, shall we say France or Germany, together with such other experiences (movies, slides, records, etc.) as would help them to arrive at some feeling for the way of life of the people they are studying.

LANGUAGE STUDY IS BASIC

For most high school students and for all college students the program of study in the culture of a foreign people should begin with the study of their language and throughout the program language experience should hold an important place. Someone may well rise to challenge this proposal and ask why should language study be basic to an "area program."

It is not easy to demonstrate by rigorous argument that language is essential to a sound understanding of a foreign culture. But it is the unanimous opinion of all those who have worked in foreign fields that some mastery of the language involved lies at the heart of any intimate understanding. It is not a question of the ability to communicate with foreign nationals—few of our students will have that opportunity. Rather it is because language is the most perfect image of how a people thinks and feels. You can easily convey in English the facts and figures and dates about a foreign people's life.

But if your goal is something deeper and more abiding, if you hope to help your students understand how a foreigner reacts to a given situation, what are his prides and prejudices, in a word, what makes him behave the way he does, you will not make real progress, unless the student can come into direct contact with his unique way of expressing his ideas and his beliefs.

I do not mean to imply that the only value in foreign language study is its use as a means of international understanding. The time-honored arguments of its defenders are still valid, for language study is liberating and liberal, to the extent that it opens the student's mind to the possibility of many forms of expression, freeing him from the narrowness and provincialism of the monolingual speaker. It is a potent force in broadening and refining his control of his own English. But I am not sure that these arguments are sufficient to justify a general requirement of foreign language study.

IGNORANCE IS THREAT TO PEACE

If I am prepared to propose that all of our students should be required to study some foreign civilization, it is because I am convinced that the greatest threat to the world today is the almost universal ignorance, here and abroad, of what other peoples are like. For ignorance begets fear, and fear begets aggression, and aggression begets war. We, in America, must take the lead in providing the bases for common understanding, and not for a chosen group of experts alone but for the great mass of our people who are trained in schools and colleges.

I will not describe in detail the content of such a program. But I must insist that it would involve a complete reorientation of our teaching of foreign languages. The old goal of learning to read a foreign language merely as a preliminary to the study of literature will not meet our needs. We must broaden the objectives and the means of attaining them. May I at least suggest some of the elements which must be included in a program aimed at the ends I have outlined?

The basic language work must be as much concerned with training the ear and the organs of speech as with the training of the eyes. Language is sound and we must hear it and speak it, if we are to achieve any feeling for its peculiar genius. I should not worry too much over the order of learning, provided the ultimate purpose involved both comprehension and expression.

WORK NEEDS CULTURAL INTEREST

From the very beginning the materials studied should have cultural significance. Perhaps some teachers would be loath to see Cinderella and Puss-in-Boots disappear from elementary texts. But most of them are already insisting on more mature and relevant materials. Many of the elementary language textbooks are already providing materials of cultural interest; the trend should be encouraged, particularly in elementary readers.

It is in the intermediate and advanced courses that the greatest changes must be made. For years we have been reading at the intermediate level literary works of second-rate merit, chosen because they were relatively simple or because of some supposed human interest. These I would banish from the classroom and I would replace them with new materials, drawn from history, philosophy, and social studies. From literature I would draw only a few great lyric poems that reflect the nation's emotional ideals. And at the advanced level, I should give to literary works a place in the broad coverage of the course, without making them the principal reading material.

To supplement the materials that can be covered in the original language, I would, from the first, require

(Continued on page 138)

WANTED: a statewide concept of higher education

By GOV. ADLAI E. STEVENSON

Gov. Adlai E. Stevenson in an address dedicating the new University School at Southern Illinois University Nov. 16 spoke of the need for unifying administration of higher education in the state. That part of his speech is reprinted below.

THERE has grown up in Illinois a distinct line of demarcation between the common school system and the state system of higher education. This was not intended by the General Assembly which established the first tax-supported institution of higher learning in 1857, when Illinois State Normal was founded. The General Assembly provided that Normal should be governed by a body called "the board of education for the state of Illinois."

Actually, the goal of a state board of education was never achieved. Subsequently the General Assembly established five other state institutions of higher education, originally giving each a separate board of trustees. From time to time the shortcomings of that system have been pointed out, and limited improvements in administration have resulted. Instead of six boards we now have three.

In 1915 the efficiency and economy committee of the General Assembly found that the common schools "have not been very well articulated with the rest of the educational system of the state." That committee recommended a state board of education "to exercise general supervision over the public school system of the state and also over the state's educational institutions."

COORDINATION PROBLEM

But the legislature didn't act on that recommendation. As we all know, the problem of coordination has not yet been solved. In addition to our three college and university boards we have an independent state superintendent of public instruction and a special legislative commission on school problems.

Ever since I took office as governor I have been greatly concerned about this lack of a statewide concept of higher education in Illinois. It has seemed to me manifest that our colleges and universities have grown to the point where we urgently need statewide planning in budgeting and policy determination rather than separate, competitive institutional planning.

THE RUSSELL REPORT

So I asked the United States Office of Education to make an impartial study of our problem and to submit its findings to the General Assembly and to me. Such a study was made under the leadership of John Dale Russell, director of the division of higher education of the federal office. The report of that committee has since become known as the Russell Report. No doubt many of you have heard of it!

That report concluded that Illinois does need to establish greater coordination in the over-all direction of its tax-supported colleges and universities. The report suggested several alternatives for accomplishing this. In order to bring the question into sharper focus for public discussion and consideration by the legislature, I proposed a specific bill which called for supplanting our present multiplicity of boards with a single board. In doing so I tried to make it clear I was not unalterably committed to my own particular plan, but was advancing it to encourage public thought on the subject and consideration by the legislature.

To make a long story short, the bill didn't get out of committee. The initial hostility it encountered was not partisan, although in the Senate executive committee the roll call showed 11 out of 12 Republicans against it and seven out of eight Democrats for it. But actually the opposition was directed more at the details of the bill rather than the principle of a state board. Perhaps the Republicans felt that a state board was all right—but it was bad for a Democratic governor to appoint the first board members!

The opposition that arose from within some of our educational institutions evolved, I believe, from the idea that the state board plan would somehow work to the disadvantage of particular institutions, and to the advantage of others. I am sure they were sincere, but I think they were mistaken.

Many have asked me why I have raised this question, why I believe one board for higher education in Illinois would serve our needs better than several boards. On that point let me read a brief portion of a document which came to my attention just a few days ago, almost six months after my proposal was rejected:

The failure to develop a statewide concept of higher education has had several effects:

1. Institutional welfare rather than state welfare has tended to dominate the planning by the several institutional officers and governing boards.

2. Competition rather than cooperation among the institutions has often characterized their relations with each other and with the General Assembly.

3. Institutional programs have not taken due account of the needs of the state. One example is the increased development of liberal arts programs in teacher-training institutions while the state has a serious and growing shortage of well-trained teachers.

4. There has been a tendency for each institution to enlarge unduly the scope of its offerings both by adding courses in fields historically associated with it and by extension into fields not heretofore served by it, thus accentuating the problem of duplication.

5. There has been no administrative machinery to deal constructively with the potential development of the state-supported system of higher education.

6. There has been no policy-making agency to deal on a statewide and continuing basis with such questions as:

a. Student aid in the form of loans, grants, scholarships, and jobs.

(Continued on page 138)

—Photo by Waukegan News Sun

LOLA LANGE, polio victim from Mundelein who was a high school freshman, is this year's March of Dimes student chairman.

This Fight Is Yours

The March of Dimes student chairman tells why everyone's help is needed to give new hope to polio victims.

A FRESHMAN girl from Libertyville Township High School is student chairman of the 1952 Illinois March of Dimes. Lola Lange, a 15-year-old polio victim from Mundelein, will launch the school March of Dimes drive Jan. 8 on "School Time," a radio program over station WLS, Chicago, from 1:15 to 1:30 p.m.

Lola was stricken with polio shortly after she started her freshman year in September. She is hospitalized at Highwood Hospital, Highwood, and is making a good recovery. She will need a leg brace for a while, but she has taken her first few steps, and her doctors have hopes that she will be able to discard the braces before too long.

On the "School Time" program with Lola will be Vernon L. Nickell, state superintendent of public instruction and vice-chairman of the Illinois March of Dimes; T. O. White, sports chairman; and Mrs. Josephine Wetzler, director of the program.

1951 POLIO INCIDENCE HIGH

Polio incidence in 1951 will probably be the third highest in history. During the first eight months of 1951 the United States Public Health Service reported 830 cases of polio in Illinois as compared with 698 cases during the corresponding period of last year. As of Nov. 3, 1587 cases had been reported, and the final figure will probably reach 1800. It is evident that the problem of poliomyelitis is by no means solved.

This is the fourth straight year of record incidence. There have been more cases reported during the past four years than during the 10 previous years. Although polio is still primarily a children's disease (Approximately 75 percent of those stricken are of school age or under.), it has, however, been hitting adults with greater frequency and severity.

PROGRAM HAS THREE SIDES

The National Foundation for Infantile Paralysis has maintained a three-sided program during the 14 years of its existence. First, it renders service to polio patients through its nearly 3000 chapters throughout the country; second, it trains large numbers of doctors, nurses, and physical therapists in modern polio treatment methods through scholarships, fellowships, etc.; and third, it finances research in an attempt to discover a preventive and a specific cure for infantile paralysis.

These aims have been made possible by the American people through their contributions to the March of Dimes. There has been no polio victim attacked within the last five years who has not been aided in some way through National Foundation programs.

But the March of Dimes has not been able to keep pace with the march of polio. The culmination of four years of record incidence will again mean more than five million dollars of unpaid bills for patient care by the end of this year. Because so many of the victims are dependent upon the help of the foundation (Four out of five of this year's victims have sought help.), the 1952 campaign has been enlarged from a two-weeks drive for funds to a full four-weeks period. The appeal will start Jan. 2 and continue through Jan. 31.

MEANINGFUL TO SCHOOLS

Because such a high percentage of polio victims are of school age, the campaign is particularly meaningful to school groups. Lola Lange, the student chairman, has written a letter which will go to all Illinois school administrators and thus be brought to the attention of all students and teachers in the state. As one of the many hundreds of polio victims in Illinois, Lola has expressed the gratitude of these convalescents for the

(Continued on page 142)

AN INTERNATIONAL MIND

(Continued from page 135)

the reading in English of texts which aim at interpreting the life of the particular people. Work in a foreign language, especially in the early stages, must perforce be intensive. But we can expand the area of understanding by use of English texts.

Finally, I would use every possible device to make the experience of the foreign culture more vivid, more emotionally stirring. I mean, of course, the use of films and slides, of recordings, of song and theater, in short, of all the instruments we possess to give color and form to the bare ideas of the written word.

And what of the teacher who leads the way? I am afraid that not many of them are at present equipped to handle such a program. Our graduate training in foreign languages is still tightly limited to language and literature; if other work is included, it is almost always professional work in education, required for a certificate to teach in high school.

NEED GENERAL EDUCATION

But here, as in so many other fields, I would say that our graduate schools must open their eyes to the new needs of the present, must move away from narrow specialization, except for those who are planning a career in research, and undertake to prepare a new generation of school and college teachers equipped with a breadth of knowledge and experience which would make them wise interpreters of the subjects they profess.

In the field of foreign cultures, it is clear that not less than two years of graduate study in an "area program" is necessary for any adequate teaching. In addition, the truly stirring teacher must have had some period of residence and experience in the country whose culture he or she is to interpret. The requirements are stiff, I am aware, but at least we should not deceive ourselves into thinking that we can achieve worthy results if our standards are low, nor should we complain if we fail to produce in our students the outcomes we had hoped.

At a time when nationalism is rampant throughout the world, not least in these United States, education must take its stand on the side of international understanding; it must buttress in the minds and hearts of American youth their faith that peace is possible, not a peace of surrender nor a peace imposed by victory, but, as a goal lying at the end of a long road, a peace based upon mutual tolerance and mutual understanding, on the common humanity of men of good will. The United States cannot by itself create the conditions essential to a united world, but it can, it must set the example for other nations, if it is to fulfill its destiny of moral leadership.

HIGHER EDUCATION

(Continued from page 136)

b. Admission requirements for 1) home state students and 2) out-of-state students.

c. The extent to which the fees charged 1) home state students and 2) out-of-state students should pay the cost of their education.

d. Graduate as well as undergraduate courses and instruction.

That is the end of the quotation. That wasn't Adlai Stevenson talking. The quotation was taken from the report of the Virginia Advisory Legislative Council on its study of higher education in the state of Virginia, published just a few weeks ago.

So the problem we have in Illinois is not unique. Other states have the same difficulty and are seeking ways and means to deal with it. The conditions in Virginia sound precisely like the conditions in Illinois.

NONE SUBORDINATE

In making this proposal last spring I was not suggesting or implying that any institution should be subordinate to any other. Quite the contrary. The best hope, it seems to me, for the fair, balanced use and development of our tax-supported higher education is over-all understanding of our needs and the resources to meet those needs, rather than the present haphazard, competitive, logrolling and political "clout"—if I may use that vulgarism in such literate company. I don't want any of our colleges or universities to lose their individuality, their traditions, their ambitions, or their sense of mission to serve the needs of their particular regions.

But I do want to see an end to the pointless and profitless rivalry, jealousy, duplication of efforts and expense which are the by-products of our present system.

Meet

Leaders in education are active in community and church work as well as in professional groups.

The members of your IEA board of directors are a busy group, with a wide range of activities from work in professional and educational groups to civic organizations, church work, playground supervision, Scout and state fair work.

Of course you know J. A. Mann, the president of IEA. He is superintendent of schools at Lawrenceville, a job he holds because he really likes education. He left a good-paying industrial position to go to college so he could teach. Mr. Mann married a school teacher, and both are quite active in civic and church groups.

PRINCIPAL OF TWO SCHOOLS

The IEA first vice-president is principal of two elementary schools. She is Miss Louise Sullivan of Joliet. Miss Sullivan has been active in local and division, as well as state and national associations. She has done all of her teaching in Joliet, most of it in the elementary schools, from grade three through grade eight, and she is now principal of both Lincoln and Forest Park schools.

Miss Sullivan has been quite active in the work of the Joliet Youth Center—she was chairman of the publicity committee and a member of the planning committee during the first two years of the center's existence. She has also been a Girl Scout leader, playground supervisor, and director of girls' athletics. The Joliet principal has a bachelor's degree from Illinois State Normal University and a master's from Northwestern. She is a member of the Illinois Elementary School Princi-

Your IEA Board

—*Peoria Star Photo*

BOARD MEMBERS enjoy Pres. J. A. Mann's comments on the minutes of the last meeting. Standing, left to right, are Paul Street, the public relations chairman; Irving F. Pearson, executive secretary; Olin Stead, the third vice-president; and James E. Pease, the legislative chairman. Seated, left to right, are Mabel Schwarz, the finance chairman; Louise Sullivan, the first vice-president; Mr. Mann; and Mary LeMay, the second vice-president.

pals Association, the ethics committee and teacher tenure and academic freedom committee of the NEA, and the public relations committee of IEA.

The second vice-president is Miss Mary LeMay of Ottawa, a teacher of mathematics, guidance director, and president of the Illinois Association of Classroom Teachers. Miss LeMay graduated from Illinois Wesleyan University, and has a master's degree from the University of Illinois. She is a past-president of the Illinois Valley Division of IEA and the Ottawa Township High School Educational Association, a member of the IEA public and professional relations committee, the Commission on Teacher Education and Professional Standards, and the Illinois Association of Deans of Women. She is active in the work of the First Methodist Church, the American Association of University Women, and Delta Kappa Gamma.

PRODUCT OF RURAL SCHOOL

Third Vice-Pres. Olin W. Stead, a farm boy and the product of a one-room rural school, took his first teaching position as a high school coach at Carrollton. His administrative talent soon showed itself, and he became principal, then assistant superintendent of schools, and finally superintendent of Carrollton schools.

He took time out to serve as an information and education officer during the war, and was an army major at the time of his discharge in 1946. He returned to his job as superintendent of schools at Carrollton, and is still there. Mr. Stead has a bachelor's degree from the University of Illinois and a master's degree from the University of Wyoming. He has been active in the Southwestern Division of the IEA, and is a member of the division executive committee.

ACTIVE IN CIVIC AFFAIRS

James E. Pease, the legislative chairman, is superintendent of schools in LaGrange and a member of the chamber of commerce there. Mr. Pease also went to a rural school, in Michigan, received his bachelor's degree from the Central Michigan College of Education, and his master's degree from the University of Michigan. He has been an instructor during the summer sessions at Central Michigan, Michigan State College, and Northwestern University. Active in education associations in both Michigan and Illinois, Mr. Pease still has time to be a member of the chamber of commerce, Rotary, and Kiwanis. He has assisted in training Boy Scout leaders, has been active on county and state fair committees, and has worked with 4-H Clubs.

Mr. Pease is a member of the American Association of School Administrators, the National Association of Public School Business Officials, and the Cook County Advisory Council on Education and Evaluation.

Miss Mabel Schwarz, finance chairman, is the principal of Madison School in Hinsdale for the 13th year. Most of her teaching has been in elementary schools, but for four years she taught social studies in a high school and junior college. Miss Schwarz has bachelor's and master's degrees from the University of Chicago. She has been president of the DuPage Valley Elementary Principals Association and vice-president of the Illinois Elementary Principals Association. She has also been finance chairman of the DuPage Valley Division and president of the Hinsdale Teachers Association.

The public relations chairman, Paul Street, is also director of public relations for Northern Illinois State Teachers College. Although his name is William Paul, he prefers to use just Paul. When he says, "I'm from Missouri," he means it. He was born in rural Bloomfield, Mo., the son of a Methodist minister. He taught in a rural school at Cuba, Mo., after graduation from high school, with no college preparation. He has a bachelor's degree from Northern and master's and doctor's degrees from Northwestern.

TEACHER OF JOURNALISM

Besides his duties as director of public relations at Northern, Mr. Street teaches journalism and is the alumni executive secretary. He is an advisory member of the NEA Defense Commission, the ethics committee, and the international relations committee. Mr. Street is a member of the Schools Public Relations Association, the American College Public Relations Association, and the Higher Education Department of NEA. In the IEA Commission on Teacher Education and Professional Standards, he is chairman of the subcommittee on administration of higher education.

Illustrations from JUDY'S JOURNEY, by Lois Lenski, published by J. B. Lippincott Co.; copyright by the author-artist and used by her permission.

Migrant

—a problem f

6000 migrants help harve
Providing an adequate ed
has concerned school, ch

An estimated 6000 migrant workers have been taking seasonal jobs in several Illinois communities in recent years, and with them they have brought a problem for the schools. What is to be done about migrant children, who spend a few weeks here and a few weeks there? Do they have the chance for a good common school education which the Illinois constitution is supposed to guarantee for all children of the state?

In some communities migrant children are going to public schools, but this hasn't always been possible. The migrant workers who travel from place to place and help to harvest the nation's crops are welcome as laborers, but in many places their children have been ignored, shunned, and segregated. However, in some communities the school, the church, and the community have joined together to give fuller meaning to "education for democracy." In these places, where the migrant children attend public school, the local children and the visitors have both gained much from the understanding and tolerance which have resulted.

FEW ARE ABSORBED EASILY; MANY ARE A PROBLEM

There are migrant workers in Illinois City, Rossville, Milford, Des Plaines, Princeton, Belleville, Aurora, Rochelle, and Hoopeston. In Princeton, Belleville, and Aurora there are few migrant children and these are absorbed into the regular classes for the short time they are in the community. In Rochelle the children are enrolled in the regular classrooms, except when overcrowding makes extra rooms necessary. Pupils who cannot speak English are grouped separately for special instruction. School buses make extra trips to transport the migrants from the rural areas. The Rochelle Migrant Workers Council has set up a program to provide recreation, religious opportunities, and adult education, and to cope with problems of health and safety.

In Hoopeston, where there is a greater number of migrants, the children were not accepted quite so readily.

How the Hoopeston community's attitude was changed is told by Louisa R. Shotwell in the story, "Town in Illinois Educates Migrant Workers—and Itself," which appeared in the Sept. 7 *Christian Science Monitor*. Miss Shotwell is associate secretary of the Division of Home Missions of the National Council of Churches of Christ.

Hoopeston, a town of 6000, has two large canneries which raise their own asparagus, tomatoes, and corn for processing. There is not enough local labor for the seasonal jobs of picking these crops, so the canneries—like most other

Children

or the schools

st Illinois crops each year.
ucation for their children
urch, and citizen groups.

growers throughout the nation—have brought in workers from other states. Most of those brought into Illinois are Texas-Mexicans.

To the people of Hoopeston, these brown-skinned, Spanish-speaking people were, indeed, "foreigners," although most of them were native-born Americans, some for three or four generations.

The community's attitude was a composite of resentment, hostility, and fear. Parents would not allow their children to play in the parks with the Latin-American children, to sit by them at theaters, or to share their swimming pool with them. To go to school with them was out of the question.

In 1947, the Home Missions Council, with the help of the Illinois Council of Churches, sent in a community worker to set up a program in the migrant camps. (The council represents 23 religious denominations, and has set up programs in migrant camps all over the country.) Nursery schools were started, and later a make-up school; a community committee of church women and their husbands was formed; and gradually the barriers came down. But there was still no suggestion of public school.

In April, 1950, the Home Missions Council sent in a Spanish-speaking worker, Miss Connie Hernandez. When she went around the camps to get acquainted with the workers' families, she was accompanied by Mrs. Clayton Jones, the co-chairman of the community committee.

'WHEN CAN OUR CHILDREN GO TO SCHOOL?'

Miss Hernandez carried on the conversations in Spanish, but there was one phrase which Mrs. Jones heard again and again from these migrant workers. When she asked Miss Hernandez to translate it for her, this Hoopeston parent was amazed. The question they asked was, "When can our children go to school?"

Mrs. Jones was herself a third-generation American. (Her grandfather had come from Germany to Illinois.) She had asked no one for permission to send her children to school—she had accepted it as a right. Other Hoopeston parents had, too. Mrs. Jones began to wonder. Then she started to work.

With the help of Miss Hernandez, Mrs. Jones took a census and found 60 migrant children of school age. She talked to the personnel managers of the canneries.

(Continued on page 142)

Plates loaned by
Home Missions Division,
National Council of Churches of Christ in the USA;
from brochure, "Two and a Half Million Homeless."

They explained about the new law prohibiting them from employing children under 16 during school hours, and promised full cooperation.

Then Mrs. Jones called on Jared Lyon, the superintendent of schools, and on each member of the school board. They all agreed the migrant children needed to be in school—that they should have been in school long ago.

After a little figuring, these school people decided that with the additional state aid the schools would receive for each child and a small surplus in the budget, they could manage to provide an extra teacher and some supplies. And with no tax increase. So they voted to engage a special teacher and to send the 60 children to the Lincoln School, the elementary school nearest the camps.

PUBLIC MEETING DECIDES ISSUE

As the word got around, tempers flared and there was a lot of opposition to the plan. The school board called a public meeting, which was attended by the community committee and a full force of the community's parents.

"That meeting was a turning point," said Mrs. Jones.

Elmer Unger, the president of the school board, let everybody have his say. First the people talked about putting up a special school, and then they realized there was neither the money to build one nor a suitable place to put it. Some of them remembered also that Illinois has a law prohibiting racial segregation in the schools.

After every argument and suggestion had been considered, Mr. Unger proposed that the children be spread around into all three of the elementary schools.

That settled most of the arguments, but it didn't satisfy the people who were afraid that contagious diseases might be brought in by the migrants. This objection was met by having medical examinations of all the children.

MIGRANTS GO HAPPILY TO SCHOOL

So the doctors went to work the next morning, and the day after that 60 Texas-Mexican children went happily to school. In cases where sufficient English was spoken, the migrant children were placed with the local children at their grade level in Maple School.

Mrs. Lowell Mitchell, formerly a teacher in a one-room school, accepted the appointment as special teacher at Lincoln School for the 35 children from the Illinois Canning Co. camp who could not be absorbed into regular classes. Mrs. Allen Leemon was the special teacher at Honeywell School who taught 24 children from the Stokely Foods camp. In age these children ranged from 6 to 15; in achievement, from grades 1 to 6. Twelve of them spoke no English at all.

SECOND-GRADER HELPS

Miss Hernandez helped with the ones who knew no English. At Lincoln School, Mrs. Mitchell also had the ready and devoted help of Albert Garza, a bilingual second-grader. But even Albert had his limitations, for a good many ordinary words had never crossed his experience in either language. Many of these migrant children have no adequate language tool in either Spanish or English.

Radio, television, and even movies form a very small part of the background of these boys and girls; few have ever used a telephone. Their horizon is bounded by asparagus and corn in Illinois, cotton in Texas, and the three-day truck ride between.

CHILDREN GIVEN REPORT CARDS

On the 26th school day, the closing session of the year, each child received a report card indicating his attendance, progress, and rating.

In the spring of 1951, there were no questions at all. The children were given medical examinations, and 94 reported for public school—93 for elementary school and one for high school. The increased enrollment made a third room necessary in Lincoln School—a combined third and fourth grade with 30 pupils under the supervision of Mrs. Gary Finch. Again the Home Missions Council workers helped in all three special rooms.

Music and physical education classes are held with the town children; joint use of the playground is no problem as the resident children quickly accepted the visitors into their games. One Hoopeston youngster was even heard complaining because there were no Latin-American youngsters in his room.

REPRESENTATIVE COUNCIL FORMED

The community committee is now the Hoopeston Migrant Council. On it are the personnel men from the two canneries, representatives from the medical and ministerial associations, the chamber of commerce, and each of the eight churches.

Hoopeston knows that it is a fortunate town, not only because it has the laborers it needs to harvest its crops, but also because the presence of these Spanish-speaking neighbors gives the townspeople a chance to join hands in a common concern to make the visitors feel at home. The schools, too, know that their job of educating for democracy has more meaning for pupils who are working, playing, and sharing experiences with these brown-skinned Latin-American children who have at last been given the opportunity of going to school.

THIS FIGHT IS YOURS

(Continued from page 137)

help they have received, and the hope with which they can look to future recovery because of March of Dimes contributions.

LOLA SAYS 'THANK YOU'

These are the words of Lola Lange:

Dear Fellow Students:

On the 20th of September, 1951, I was stricken with polio. In November I took my first few steps. These steps were neither graceful nor rushing, as they were before I was paralyzed. Each step was painful and difficult. But I know now that because you and I contributed our dimes last year to the National Foundation for Infantile Paralysis, I will walk again.

Several weeks before I was stricken with polio, I had begun my freshman year at Libertyville High School. It was all new and very exciting. When the doctors first told me I had polio, I was certain they had made a mistake. It happened to other people, but it just couldn't happen to me. As the days passed and there was no movement in my legs, I knew there was no mistake.

When I was chosen school chairman for the 1952 March of Dimes, I was honored and grateful for the opportunity to write you. In this way I can say thank you all, not only for what you are doing for me, but for all the boys and girls throughout the country who have had polio and for those, unfortunately, who will have polio.

In all sincerity I ask you to contribute to the March of Dimes. With this wonderful organization holding out its hand to us, the road to recovery is not too difficult.

For your contributions, all of us say "Bless you!"

Sincerely,
Lola Lange

Wisconsin School Superintendents meet to discuss nutrition-education problems. From left to right, (in the back) are L. R. Bune, Polk County; Miss Elsie Schorta, Pierce County; Wilbur M. Gibson, Pepin County; (in the foreground) Arthur W. Rindlisbacher, Barron County; Archie Shafer, Dunn County and N. E. Erickson, St. Croix County.

Round-Table Talk About Square Meals

The table you see here is an important by-way. Across its top passes a vital commodity . . . information. This information, when translated into action, plays a big role in the health and welfare of thousands of school children.

These six western Wisconsin county superintendents meet regularly to share their experiences in carrying out nutrition-education projects that began at River Falls State College four years ago.

While all the superintendents follow a common basic plan of action to improve the eating habits of children, experience has shown that out of the operation in each county grow significant *new* methods and devices to implement the over-all program.

When a technique is proved successful, it is discussed at the next meeting. In that way, all six superintendents share and exchange ideas. And, best of all, the benefits are reaped by children of six counties.

General Mills applauds this outstanding cooperative effort in Wisconsin. We encourage more of the same fine type of teamwork in other counties and states. More information about the interesting Wisconsin story is yours for the asking. Why not write today?

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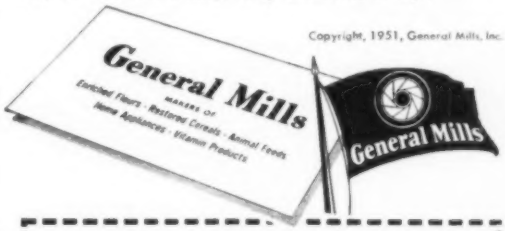


Education Section, Dept. of Public Services
General Mills, Inc., Minneapolis, Minn.

Please send me additional information about the six-county nutrition-education project in Wisconsin.

Name .....

Business Address .....

City ..... State

a student's-eye view

High schoolers give their moral standards for teachers, and tell why they would or would not consider teaching as a career.

A Study of Some Opinions of High School Students With Regard to Teachers and Teaching. Robert W. Richey and William H. Fox. Division of Research and Field Services, Indiana University, Bloomington, Ind. Paper. 64 pages. Price, 75 cents.

Does teaching school decrease a woman's chances of getting married? Should a teacher have dates with students? Why don't more high school boys and girls consider teaching as a career? What are some of the disadvantages of school teaching? What are some of the characteristics high school students admire in their teachers?

These and other questions were at least partly answered by a group of Indiana high school students in a recent study made by Robert W. Richey and William H. Fox of Indiana University. Almost 4000 students—1883 boys and 2022 girls—filled out the questionnaires, representing 78 of Indiana's 755 high schools.

The results may have implications for teacher recruitment by indicating why a greater number of our high school youth are not interested in becoming teachers and by pointing out which factors in teaching tend to dampen their interest. (Sixty percent of this group stated they decidedly would *not* teach.)

THE TEACHER'S SOCIAL LIFE

Forty-four percent of the boys questioned and 38 percent of the girls thought that women who teach have less opportunity to get married than women who do not, although this general feeling has not been substantiated to any extent statistically.

Very few of the students were decidedly in favor of having the community dictate how teachers should behave outside of the classroom. About 71 percent of the total group felt that teachers should *not* be restricted in their personal activities. Since a high school group would reflect to a certain extent the opinions of the community and of the parents, the question arises as to whether some of these restrictions originate in the minds of the general public or whether they are self-imposed by the teachers.

Some of the social activities which a majority of students felt teachers should be allowed to participate in freely were dating, dancing, visiting lodges or clubrooms where liquor is not sold, playing cards for fun, and smoking at home.

Although more than nine-tenths of these boys and girls said teachers should have the privilege of going to dances and of dating, very few of them felt that teachers should date students. A very small percentage would restrict teachers from visiting lodges or clubrooms, but only slightly more than one-third would allow men teachers to visit places where liquor is sold, and only one in five would be willing for women teachers to do so.

Drinking liquor at home was approved for men teachers by about six in ten of the students, and for women teachers by about half of the students. But drinking beer in public was not approved for either men or women teachers; only about 18 percent of the total group thought that it was all right.

Smoking at home by men teachers was sanctioned by 88 percent of the group, and smoking at home by women teachers by only 63 percent, thus giving some evidence of a double standard. But smoking on the street or school grounds had a very low percentage of approval, with the girls being much more restrictive in this respect than the boys.

Playing cards for fun was checked as approved behavior, but playing cards for money or betting on athletic games was not generally approved by either boys or girls.

Only 2 percent of the students said they had definitely decided on teaching as a profession, with another 4 percent stating they would "probably" become teachers.

Approximately half of the entire group of boys and girls felt that they had little or no help in selecting an occupation, and about one-fourth of them did not even know if occupational information was available in their schools. This might indicate that guidance practices in public schools should make more of an effort to inform the students and to encourage teaching as an occupation.

Reasons for not wanting to become teachers which were frequently checked by those who did not plan to teach were lack of interest in the profession, a feeling that they were not fitted for the work, an indication that they liked other work better, and low salaries.

DEBIT AND CREDIT

Disadvantages of teaching, checked separately by the entire group including the ones who intended to teach, were low salaries, too long a period of preparation, little or no chance for advancement, too much responsibility, and dull and monotonous work.

The most important reason for wanting to teach listed by those who indicated they intended to teach was liking to work with young people. This was listed by 72 percent of the girls and only 47 percent of the boys. Next were wanting to be of service to children (checked by 42 percent of the girls and only 21 per cent of the boys), a feeling that they would be successful as leaders, encouragement by others, and permanence of employment. Very few were attracted to teaching because of the salaries (11 percent); still fewer were influenced by the feeling that teachers were fine persons.

The strongest advantage to teaching, as listed by 55 percent of the entire group, was that it provides an opportunity to work with young people. Here again the girls dominated the percentages, with 66 percent of the girls and 44 percent of the boys checking this item. Next in importance was the opportunity to be of service. About 62 percent of the girls and 44 percent of the boys felt that the opportunity to be of service is an advantage in an occupation. Other reasons were that teaching is interesting and enjoyable work, that it has intellectual advantages, and slightly more than one-fourth felt that there is personal prestige and satisfaction in teaching.

TEACHER STUDENTS LIKE

What of the characteristics of teachers? What personal attributes did students rate important in the teachers they liked best? What were the characteristics of the teachers they liked least? The answers of these high school students might give a clue as to the standards of personal and professional qualities which should characterize teachers.

The teachers who rated highest with this group of boys and girls were those who had the ability to explain lessons clearly, were willing to give extra help when needed, had a sense of humor, and got along well with other teachers. All of these attributes were checked by at least 90 percent of the students.

Next in order, listed by from 80 to 89 percent, were knowledge of subject matter, a pleasant and happy disposition with a tendency to smile a lot, and a pleasant speaking voice. Others were being liked by all the students, understanding students' problems, having no favorites, and dressing attractively.

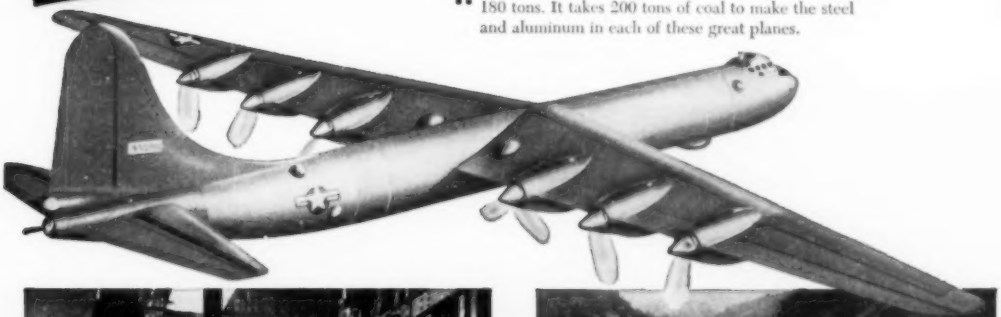
Factors which contributed to the unpopularity of teachers were bad temper, being crabby and cross, failure to control the class, failure to explain lessons, lack of a sense of humor, failure to give extra help when needed, and having favorites among the students.

Teachers occupy a position wherein they are able to influence students in their choice of a profession. By their personal and professional characteristics they can exemplify a position students would want to occupy or to turn away from. Teacher-training institutions, administrators, and teachers themselves may take a few tips from the boys and girls in our high schools.

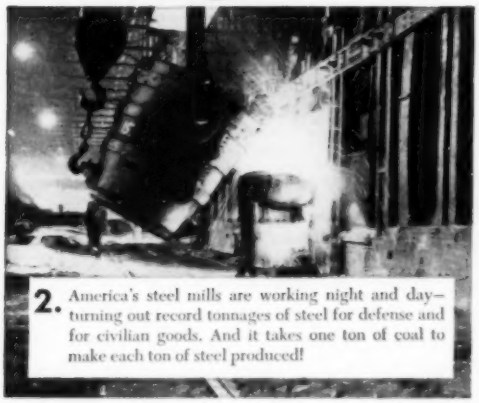
FRANCINE RICHARD

THE TRUE STORY OF COAL

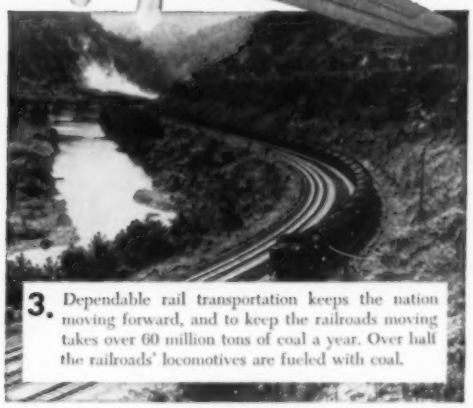
For national defense, for peacetime progress... America counts on coal!



1. America's giant A-bomb carrier, the B-36, weighs 180 tons. It takes 200 tons of coal to make the steel and aluminum in each of these great planes.



2. America's steel mills are working night and day—turning out record tonnages of steel for defense and for civilian goods. And it takes one ton of coal to make each ton of steel produced!



3. Dependable rail transportation keeps the nation moving forward, and to keep the railroads moving takes over 60 million tons of coal a year. Over half the railroads' locomotives are fueled with coal.

America's production lines are doing a double job these days—producing for defense, and for the home, too. It takes a lot of electric power and a lot of steel to make both planes *and* automobiles, tanks *and* refrigerators. And it all takes tremendous amounts of America's most valuable natural resource—coal!

Having plenty of coal becomes more vital than ever in a defense economy—for coal enters into just about every single thing America produces. And coal itself, through chemistry, is the basic raw material for over 200,000 useful products—everything from aspirin to paint.

America has plenty of coal to meet these needs—enough to last for centuries. And to supply this coal economically and dependably, America has the world's most productive and efficient coal industry. America's coal mines are so highly mechanized that the output of the miner per-man-day has risen 32% since 1939—one of the greatest efficiency gains in all American industry.

The nation can count on coal—right now—and for the future!

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Survey Reveals What Students Think About

Students who seldom speak in class may be learning a great deal more than their professors think, a University of Chicago study has revealed.

Benjamin S. Bloom, associate professor of education and examiner in the College of the University of Chicago, reported to the Chicago meeting of the American Psychological Association on a survey of what students actually think about in class.

Three tips for instructors also come from the study. One suggests that the wisecrack or the telling phrase attracts too much attention itself and distracts the student from the remainder of the lecture. Five minutes after such a phrase, students would still be thinking about it instead of what the professor was trying to say.

The instructor regarded as antagonistic by the students—the one who disciplines the class into line—gets more attention from the students than do the ideas he presents. They spend more time thinking about him, less about what he says.

The third tip suggests that the instructor postpone important points until after the first few class sessions during the term. During these sessions, students are only paying attention about one-third of the time. The rest of their time they are sizing up their neighbors, their teachers, and the room.

STIMULATED RECALL

The studies were made possible because of a new technique, called stimulated recall, developed at the university within the last two years. By playing tape recordings of classroom events within two days after class, students were able to recall 95 percent of what went on. The recordings served as a stimulant to recalling their thoughts as well.

A survey taken of students in five lecture classes and in 30 discussion groups showed wide variations in the thinking that takes place. All in all, students spent almost two-thirds of their time thinking about the topic discussed or being lectured on. In the remaining third of the time their thoughts were irrelevant to the classwork.

DIFFERENT KINDS OF THOUGHT

In discussion classes, one-third of the thinking is made up of trying to solve problems that come out in the discussion. About a quarter of the time is spent in thinking about people, including oneself and the danger of being called upon.

In lectures, students spend 40 percent of the time merely following the lecture, a different kind of thinking from the problem solving involved in discussion classes.

Although educators have long assumed that speaking out in class is the mark of the interested student, many students who seldom speak have been shown to be greatly interested in the classroom material.

Various psychological tests were applied to students reporting on what they thought in class. Those whose personalities were considered negative had two different kinds of thoughts. The bright student with negative thinking criticised what was being said in class. Less bright students mentally criticised other people in class, including their clothes, appearance, and conduct. Persons suffering from anxiety, according to the tests, tended to think more about themselves than about what was going on in class.

"The play's been changed. Mommy. I'm to be a dandelion instead of a fairy."

Reprinted by permission from the *Cosmopolitan* magazine.

Here's an Idea . . .

Springfield PTA Learns About Teaching Techniques

To combat some of the present criticism of schools and teaching methods, the PTA at Douglas School in Springfield is carrying on a program to help parents understand how children learn and how these principles of learning have been applied to teaching practices.

They invited a mathematics consultant, Roy R. Evans of Decatur, to come and explain some of the new teaching devices that are used in arithmetic today, why some skills are postponed or introduced at a different grade-level than they formerly were, and how children learn number concepts.

Mr. Evans, a representative of a textbook publishing company, came to an evening PTA meeting (The meeting was held in the evening so working parents and fathers, too, could be there.) and explained that arithmetic today teaches the pupil to think, to know *when* to add or subtract, not just *how* to add or subtract. Rote memorization has changed to a cumulative understanding of our number system by means of concrete examples.

Mr. Evans pointed out that formerly the arithmetic problems pupils had to solve were abstract, impractical, and not based on situations which the pupil would encounter then or in the future. For example, the consultant said when he was a boy he remembered being confronted with this problem: A man fenced his field with boards 10 feet long and 1 foot wide, using three parallel boards for each 10-foot section. How large would the field have to be in order for the man to use the same number of boards as there were square feet in the area of the field?

Mr. Evans pointed out that arithmetic today helps the pupil see that there is a relationship between the skills he learns and the solutions to problems which will come up in his everyday life, such as planning a trip or buying a new bicycle.

Last year the Douglas PTA had the same type of meeting explaining how reading is taught. Next year they plan to have a meeting devoted to the teaching of spelling or writing.

Parent-Teacher Teas Are Good Public Relations

Our PTA organizations, through their room-mother committees, have been sponsoring "teas" for each homeroom group in our schools. Parents of all students in the homeroom are invited, and they spend about one hour with the homeroom teacher and other faculty members discussing school policies, class activities, and particular problems relating to the group.

We have found this to be a very worthwhile public relations device, and a real opportunity for our teachers and parents to become acquainted and better informed. — VERNE E. CRACKEL, superintendent, Crete-Monee Unit District No. 201-U.

Student Exchange Brings Understanding

Dieter Zimmer had completed a full year in the United States as a German exchange student at Evanston Township High School when he left from New York July 12. Before sailing, he took a bus trip with other German students through the United States, leaving Evanston on June 18. His "thank you" letter to the students at ETHS is a dramatic illustration that the best international relations are person-to-person.

Six years ago we could have fought against each other—six years ago we could have killed each other. It is hard to realize, but it is true. Germany and the United States have been enemies, and six years is not a long time at all.

When last fall I arrived in the United States from Berlin, Germany, I expected to find at least the remains of a feeling of hatred and suspicion toward my country and toward me. But the greatest surprise the United States had to offer was the kindness and the openheartedness with which this country received me. And not only this country in general—I mean the kindness with which everyone of you here in Evanston and at ETHS received me. I will never forget it.

Many things stand for the United States in my country: the package with four big letters on it, "CARE," the GI who died in a plane crash when the engine of a DC-3 stopped while carrying bread to the people of Berlin—they meant America to us. Or perhaps it was chewing gum, bebop, nylon stockings, gangsters, a Hollywood world, or cowboys fighting savage Indians in the Wild West.

DEVILS OR GODS

To some people there was only the CARE package, to others there was only the gangster. To some the Americans were devils, to others, gods. I came here expecting to find gods. You Americans appeared as such to me and to millions of my countrymen. You had the power to give us food to eat, to give us work, to give us clothing; you had the power to try us and to decide what was right and what was wrong. Everybody who has this power is a god, at least to hungry people who had been thrown off their old track so suddenly and vehemently, who were terribly insecure and whose minds were shifted into a field of thinking new to them—democracy.

I felt proud when I was able to say, "Sorry, sir!" to a GI whom I happened to touch lightly in a crowded Berlin subway. A letter from the American military government seemed to me a great honor. Naturally, I was afraid to live among these "supermen" at first, until I discovered that they were simply people. Then I was twice as happy.

For there is one thing that most people in Europe do not suspect: that there are human beings on the other side of the ocean, human beings like you and me, people who laugh about the same jokes and cry about the same miseries, people who might wear a different coat and different socks, but who are driven by this one desire: to have enough food and clothing, to have security and the opportunity to strive for a little bit of happiness. That was my great discovery, and I am grateful for it.

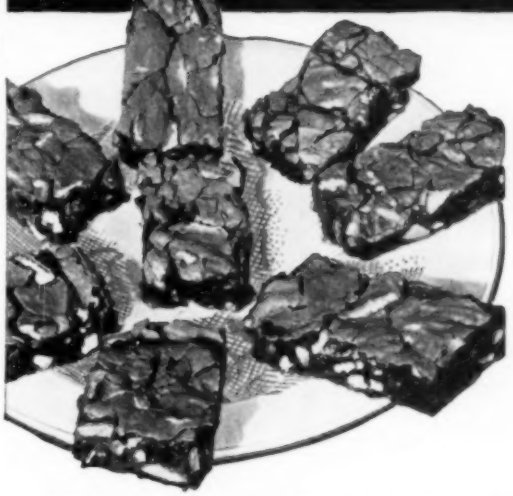
I am sorry that I have to leave your school, your country. I got so used to cafeterias, to slang, homerooms, milkshakes, basketball games, blue jeans, and square dance parties. It is hard to leave all this behind. But it is still harder to leave the people behind who opened their hearts so that I might enjoy my visit, who were father and mother and brother and sister and friend to me, who helped to make the past year the most important and enjoyable in my life. All I would want to say to you can best be expressed in two short words:

Thank You!

DIETER ZIMMER

New Horizons in Teaching

Suggestions we hope you find interesting and useful



"Best Brownies in America"

Brownies are always popular. These especially because they are the particular type of great big "juicy" Brownie—extra chocolatey and thick. And they can be served for a refreshment or a dessert all by themselves.

Anything that tastes so good might be just the thing for your PTA for a money-raiser.

You might even enjoy giving these Brownies a whirl to treat yourself, your family or friends. They are not hard to make and don't take a lot of time or fussing over.

Easy to make these "Best Brownies"

½ c. butter, creamed
1 c. sugar 2 eggs, slightly beaten
1 tsp. vanilla ⅔ c. sifted flour
⅔ c. nut meats
2 sq. bitter chocolate, melted

Add sugar to the creamed butter. Mix in eggs. Add the vanilla. Stir in the flour. Add chocolate and nuts. Use 8" pan lined with wax paper. Bake 25 min. 325° F. preheated. **TIP**—Don't overbake. These are the new "Underdone" Brownies.

The smooth, enjoyable chewing of delicious **WRIGLEY'S SPEARMINT GUM** is such a natural pleasure no wonder this little, inexpensive treat is so popular. The refreshing flavor gives you a little lift. And, chewing helps keep teeth bright.

Congressman McVey To Be Banquet Speaker At 98th Annual Meeting of IEA Dec. 27 to 29

—Photo by Root

W. E. McVEY

Delegates to the Annual Meeting of the Illinois Education Association will have a chance to hear Congressman William E. McVey of Harvey tell what happens when "An Educator Goes to Washington." Mr. McVey will be the principal speaker at the annual banquet Friday, Dec. 28.

The legislator is a former teacher and school administrator, and has been in education work since 1905. Superintendent of Thornton Township High School and Junior College for 28 years, Mr. McVey resigned in 1947 to join the faculty of Roosevelt College as a professor of education. In 1949 he went to DePaul University and was on the faculty there until his election to Congress in 1950. He is a past-president of the Illinois Secondary School Principals Association and the North Central Association of Colleges and Secondary Schools, and has been treasurer of the North Central Association for many years.

The Annual Meeting will be held from Thursday, Dec. 27, to Saturday, Dec. 29, with all sessions at Hotel Sherman in Chicago.

The Rev. Harmon J. Maguire, president of the Illinois Synod of the United Lutheran Churches of America, will give the invocation at the banquet and at the first general session on Thursday morning. Miss Jane Anderson and James Jaskoviak, vocal duet from Joliet who were very popular at the IACT meeting in Springfield in September, will sing several selections at the banquet. They will be accompanied by Miss Marguerite Simpson, also of Joliet. Social dancing, square dancing, and card playing will be included in the social activities following the banquet Friday night.

The Illinois Elementary School Principals Association, Illinois Association of Classroom Teachers, Women Delegates Association, Delta Kappa Gamma, Phi Delta Kappa, and the Joint Alumni Council of the state teachers colleges will hold meetings during the time of the annual meeting.

Some 65 educators from all parts of the state will participate as leaders, recorders, and discussants in the 11 discussion workshops on Thursday afternoon. There are no meetings scheduled for Thursday night, which is an open evening for the delegates.

The concluding business session will be Saturday morning. "As Written in the Code," a dramatization by Charles E. Howell of Northern Illinois State Teachers College interpreting the principles of the teachers' code of ethics, will be presented. The cast will be made up of members of the Chicago Schools Radio Workshop, directed by George Jennings. Music will be by the Chicago public schools. The production, originally presented by the students at Northern, employs special lighting effects and orchestral background.

Nearly 500 delegates and several hundred other teachers are expected to attend the convention.

Summer School at Oslo To Feature Institute

The University of Oslo, Norway, will hold its sixth summer school from June 21 to Aug. 2, 1952, for American and Canadian students who have completed at least their freshman year in any accredited college or university by June, 1952. A special feature of next summer's session will be an Institute for English-Speaking Teachers similar to one held in 1951.

The classes will be conducted in English and will offer six semester-hour credits. For further information, write to Oslo Summer School Admissions Office, St. Olaf College, Northfield, Minn.

SIU Appoints Bauernfeind Business Education Head

Harry B. Bauernfeind, a former commercial teacher and high school guidance worker, has been appointed head of business education in the Vocational-Technical Institute at Southern Illinois University. He left a position as educational director of the three-school Business Institute in Detroit to join the SIU staff.

His duties include supervision and instruction in the institute's adult business-education program and development of a day school for post-high school training in business subjects.

Fourth Annual School Public Relations Conference To Be at Normal Mar. 8

Saturday, Mar. 8, 1952, has been set as the date for the fourth annual school public relations conference. Sponsored by the Illinois Education Association and Illinois State Normal University, the conference will be held on the campus at Normal.

Theme of the conference will be the improvement of school relations with the press and radio, as in other years. Following an opening session in which general aspects of the problem will be discussed by press and radio personnel, the conference will break up into section meetings. These will adjourn in time for a luncheon meeting and program at which a representative of the schools will wind up the discussion.

Dr. Herold C. Hunt, general superintendent of schools in Chicago, has accepted an invitation to speak at the luncheon. Press and radio personnel are being invited to open the conference as well as to assist with the section meetings. Educators will serve as chairmen of the meetings to which research assistants as well as reporters will be assigned. A summary of main points brought out in the sections will be given to all those attending the conference as they leave.

Three subjects for section meetings have been proposed to date. First is organizing the public relations program; second, "It Starts in the Classroom"; and third, meeting attacks on education. Purpose of the discussion on organization is to determine how both schools and communication channels can improve organization procedures so as to do a better job of interpreting education.

The title of the second subject has been taken from a recent publication of the National School Public Relations Association. A handbook for classroom teachers, it is being distributed widely throughout the United States. A study guide has been devised to aid those using the handbook and it is suggested that participants in this section obtain copies of the guide as well as the publication.

The last topic will deal with some of the cases brought to the attention of the public recently by such organizations as the National Commission for the Defense of Democracy Through Education. It is expected that a representative of this commission will be on hand to aid with this part of the program.

Reservations for the conference are being handled by the Illinois State Normal University publicity office. Co-chairmen are Dr. Claude Vick of the Illinois Education Association and Dr. Gertrude M. Hall of ISNU.

Debate Tournament at ISNU

The annual Pi Kappa Delta Invitational Debate Tournament will be held at Illinois State Normal University Jan. 11 and 12. A regional affair, it attracts college and university participants from more than a half-dozen states in the midwest.

Eastern Starts New Course For Elementary Majors

The department of education at Eastern Illinois State College has organized a course in professional laboratory experiences which is being offered for the first time in the winter quarter of 1951-52.

The first two weeks of the quarter session will be occupied by classroom talks, conferences, discussions, and other activities designed to introduce the personnel of the campus school to the students. This period of orientation will lay the groundwork for future counseling of students by laboratory teachers and provide time for teachers to present a picture of aims and objectives of classroom activity observed by the students.

Approximately 48 students have enrolled for the course. Classroom time is scheduled for two-hour sessions on four days weekly, with an entire half-day session being provided once each week for field trips and community experiences.

Most laboratory classroom observation will be done on a small group basis with the class as a whole being divided into six smaller groups. Group secretaries will be responsible for attendance and class reports. Every grade in the laboratory school will be observed and time provided for students to investigate and observe other activities and services which are part of school life.

The department of education at Eastern is planning to make professional laboratory experiences part of a continuous program of readiness for student teaching with professional experience courses being offered each year. A non-credit course in leadership, with emphasis on community activity, is also being planned.

J. S. Fisher is director of elementary education at Eastern, and Miss Emma Reinhardt is head of the department of education.

Buy School Buses Early, Manufacturer Warns

School officials should buy school buses early in 1952 if a school bus shortage is to be averted, according to H. J. Shields, president of the national School Bus Body Manufacturers Association.

School bus buying and manufacture have always been heavily concentrated in the second and third quarters of the year, he explained, but this will not be possible in the year ahead because government allotments of steel and other materials for school buses are the same for each quarter of the year, and no carry-over from one quarter to another is permitted.

Next year, if buying is delayed until the second and third quarters, many may be unable to get delivery in 1952, Mr. Shields said.

Careful estimates show that the government has allotted adequate materials to keep America's school children supplied with safe transportation during the coming year, if school officials and the school bus industry work together to put an end to seasonal buying and production.

Judge Declares Protection Law Unconstitutional

A two-year old law protecting school officials from assault by irate parents has been declared unconstitutional by a Chicago criminal court judge, who said the statute amounted to special group legislation and as such was unconstitutional.

Judge Daniel A. Covelli voided the jury conviction of Howard Kraay of Markham for his assault on J. Lewis Winegarner, superintendent of schools at Markham.

Kraay was accused of beating the school official after his son had been disciplined by Winegarner. The jury had set Kraay's fine at $100, but under the special statute he could have been fined $1000 and sentenced to a year in jail.

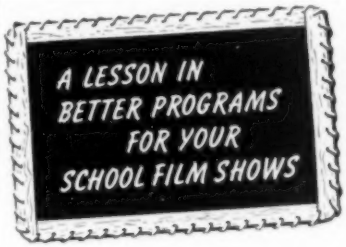
Winegarner has a $100,000 damage suit pending in superior court against Kraay.

Illinois Administrators Get AASA Appointments

Ray C. Hawley, county superintendent of LaSalle County, and Earl H. Hanson, superintendent of schools at Rock Island, have been appointed to the Advisory Council of the American Association of School Administrators for three-year terms, expiring March 15, 1954.

W. R. McIntosh, superintendent of schools at Rockford, has been appointed to the AASA resolutions committee for 1951-52.

MODEL TEACHERS—A school administrator and three teachers of the Champaign Community Unit schools took part in a "career girl" style show presented jointly by a Champaign department store and a national fashion magazine. They modeled suits and daytime frocks, dressy informals, and finally these evening frocks. Left to right are Nell Zehner, vice-principal of Champaign Senior High School; Barbara Miller, English teacher at Champaign Junior High School; and Mrs. Janice Wieland, a fifth-grade teacher at South Side School. Nellie Bates, a high school physics teacher, also modeled.



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CELEBRATING the 20th anniversary of the Shelby County Schoolmasters Club at a dinner Oct. 8 at the Shelby Country Club are, left to right at the speakers table, O. F. Patterson, superintendent of the St. Elmo Community Unit; J. Lester Buford, superintendent of elementary schools at Mt. Vernon and the principal speaker of the evening; C. R. Fegley, a Shelbyville High School teacher and chairman of the Schoolmasters Club, who presided at the dinner; Burl Moon of Herrick; B. Battershell, Shelby County superintendent of schools; Roscoe Hash, elementary principal in the Stewardson-Strasburg Community Unit; Bob Rowe, a Shelbyville High School teacher; Russell Curry, principal of Windsor High School; and Alton Baker, superintendent of the Findlay Community Unit.

Shelby County Schoolmasters Club Celebrates 20th Anniversary Oct. 8

The Shelby County Schoolmasters Club celebrated its 20th anniversary Oct. 8 at a dinner at the Shelby Country Club. The group has met once a month continuously for the past 20 years, with the exception of a short period during the war.

Pres. C. R. Fegley, a Shelbyville High School teacher, presided. Supt. O. F. Patterson of St. Elmo, who was the superintendent of Shelbyville schools when the club was started, told of the beginning of the club and the first meeting at Lithia Springs. It was not organized at first, had no officers, and no formal program. It started out as a get-together to discuss mutual problems. There were 22 men present at the anniversary who had been teaching in Shelby County 20 years ago. Also present was W. Frank White, who was county superintendent when the club was started.

J. Lester Buford, superintendent of elementary schools at Mt. Vernon and president of the Illinois Schoolmasters Association, was the principal speaker of the evening. He told the group that teachers must make boys and girls realize that the first 10 amendments to our Constitution give us more privileges than any people outside this country, and we should not give them up through our desire to help others who do not have these privileges themselves.

"You do not strengthen the weak by weakening the strong," Mr. Buford said. "You do not help the poor by destroying the rich. . . . You do not help men by doing for them what they could and should do for themselves."

Korean School and Living Conditions Bad—Benner

How 800 Korean girls go to high school under tents, with only straw mats for furniture, has been told by Dr. Thomas E. Benner, professor of education at the University of Illinois, in a letter sent to the University from Korea.

Dr. Benner has taken 800 feet of 16mm documentary film of the Kyonggi Girls Public High School of Seoul and its surroundings, and of the miserable living conditions of the students and teachers. He has also made a tape recording of the girls singing three songs: one of their favorites, "Home, Sweet Home"; the Korean national anthem; and one of the best-loved Korean folk songs.

New Public Relations Aids Available From NSPRA

Three new publications have been prepared by the National School Public Relations Association for use with *It Starts in the Classroom*, a public relations handbook for classroom teachers. They are a four-page study guide which includes 33 discussion topics, an eight-page skit which dramatizes public relations in the classroom, and a timetable with suggestions for presenting a public relations handbook to teacher groups.

Single copies of the publications are available free from the National School Public Relations Association, 1201 16th Street NW, Washington 6, D. C. Additional copies of the study guide or timetable are 25 for $1, and a set of 10 skits is 25 cents.

The handbook, *It Starts in the Classroom*, is available for 60 cents from the Department of Professional and Public Relations, Illinois Education Association, 100 East Edwards Street, Springfield.

Governor Reappoints Five To Problems Commission

Gov. Adlai E. Stevenson has reappointed five members of the School Problems Commission to terms expiring July 1, 1953. They are John K. Cox of the Illinois Agricultural Association, Chicago; Andrew J. Doyle, Rockford manufacturer; Lester R. Grimm, research director of the Illinois Education Association, Springfield; Harold W. Norman, attorney, of Bannockburn; and Mrs. Clifton Utley of Chicago.

Senators who were appointed by the president pro tempore are Robert W. Lyons of Oakland, Lottie Holman O'Neill of Downers Grove, and Robert J. Young, Jr., of Hurst.

Representatives named to the commission by the speaker of the house are Charles W. Clabaugh of Champaign, W. O. Edwards of Danville, and Harry W. McClintock of West Frankfort.

The ex officio members are Joseph Pois, director of finance, and Vernon L. Nickell, superintendent of public instruction.

The governor also appointed Royal A. Stipes, Jr., a Champaign publisher, to the Teachers College Board for a term expiring in January, 1953. Mr. Stipes succeeds Russell L. Guin of Danville, whose term has expired.

Social Studies Council Holds Annual Meeting

The Illinois Council for the Social Studies held its annual meeting Oct. 27 at Pekin Community High School. The theme of the meeting was "Evaluating the Social Studies Curriculum." Five panels discussed the challenge of the core curriculum, teaching moral and spiritual values in the social studies, the Far East in today's curriculum, the place of geography in the social studies, and democratic procedures in the elementary classroom.

C. Sipple of Bradley University and John McNaughton of Pekin were the principal speakers.

Officers for the 1951-52 school year are James K. Felts of Monticello, president; Robert Zimmerman of Springfield, vice-president; Minnie Hatten of Galesburg, secretary; Elizabeth Barnes of Joliet, treasurer; Charles R. Monroe of Chicago, editor; and Nita Benedict of Gurnee, historian.

Teachers Organizations To Inaugurate WCOTP

The World Confederation of Organizations of the Teaching Profession, representing the major national teachers organizations outside the Iron Curtain, will probably hold its inaugural meeting in a city in western Europe in July, 1952. The draft constitution of this new confederation, as drawn up by a committee of five representatives from each international organization, was approved by the delegate assembly of the World Organization of the Teaching Profession, IFTA, and FIPESO.

Elementary Principals Have Larger Meeting

Attendance at the fall conference of the Illinois Elementary School Principals Association increased more than 100 over last year's registration, to make a total of 328 present. The conference, second of its kind, was held Thursday through Saturday, Oct. 18-20, on the campus of the University of Illinois in cooperation with the UI College of Education and the Office of the Superintendent of Public Instruction.

At the annual business meeting on Friday afternoon, IESPA officers were elected for two-year terms, from July 1, 1952, to July 1, 1954. Those elected are Henry Beach of Wallace School at Sterling, president; Kathryn Ramsey of Columbus Elementary and Junior High School at Edwardsville, vice-president; Joe Murphy of Whittier School in Peoria, secretary; and Lowell Belcher of the Gibson City elementary schools, treasurer.

Leon Lundahl of Crystal Lake and Walter Cook of Meredosia elementary schools were elected to three-year terms as directors. Mercedes Hoag of Hawthorne School at Mattoon was elected to fill a two-year unexpired term as director and Fred Armistead of Harrisburg Junior High School to fill a one-year unexpired term as director.

At the first general session Thursday night, a panel discussed "The Improvement of Science Teaching in the Elementary School." Participants were Herbert S. Zim, UI professor of elementary education, R. Will Burnett, professor of education, and John Sternig, principal of the Central Elementary School at Glencoe.

On Friday morning C. W. Sanford, the director of the Illinois Curriculum Program and associate dean of the UI College of Education, told the group of recent developments in the Illinois Curriculum Program. Conference participants then divided into 13 discussion groups organized around areas of concern to persons immediately responsible for the supervision of elementary education, such as buildings, professional activities, role of the principal in curriculum change, supervision, human relations, public relations, democracy in education, problems of the teaching elementary school principal, administration, in-service training, the PTA, competitive athletics, and the elementary school and national security.

At a noon luncheon, Delyte W. Morris, president of Southern Illinois University, spoke on "Education for Moral and Spiritual Values." A panel discussion by the faculty members of the UI College of Education briefed conference attendants on "What Is New in the Elementary Curriculum?" William Martin, assistant professor of education, acted as panel chairman.

At the Friday evening banquet, Spencer Myers, deputy superintendent of schools at Indianapolis, gave an address on "Leadership Role in School-Community Development." Faculty members of the University of Illinois School of Music, Dorothy Clark and James Bailey, sang two groups of songs.

OFFICERS elected at the annual meeting of the Illinois Elementary School Principals Association Oct. 19 are, seated, Henry Beach, principal of Wallace School at Sterling, president; and Kathryn Ramsey, elementary superintendent and principal of the Columbus Elementary and Junior High School in Edwardsville, vice-president. Standing are, left, Joe Murphy, principal of Whittier School in Peoria, secretary; and Lowell Belcher, principal of the Gibson City elementary schools, treasurer.

Discussion groups continued their work on Saturday morning. At the final luncheon session, Edwin H. Reeder, UI professor of education, presented his original manuscript, "A Fantasy: The Principal Reviews His Day."

Sorensen, ISNU Professor To Study Pakistan Schools

Clarence W. Sorensen of the Illinois State Normal University geography department is on a leave of absence this year while collaborating with other educators in a curriculum study of Pakistan schools. The group has been invited by the Pakistan Ministry of Education to recommend appropriate curriculum changes and arrange new instructional materials for use in the schools.

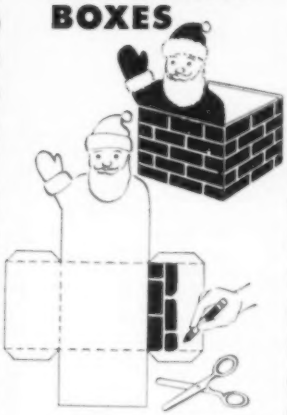
Dr. and Mrs. Sorensen left New York City for Pakistan Nov. 9 and expect to return to the United States next summer after visiting other countries in the Far East, including Japan.

ISSPA Has New Officers

New officers of the Illinois Secondary School Principals Association will take office Jan. 1. F. M. Peterson, principal of Pekin Community High School, who has been secretary-treasurer of the association for the past five years, will begin a three-year term as president. R. L. McConnell, principal of Champaign Senior High School, will complete Mr. Peterson's unexpired term as secretary-treasurer, which will be the next two years.

CRAYOLA CLASSROOM PROJECT

CHRISTMAS BOXES



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UI Discontinues Undergrad Degree in Library Science

The University of Illinois Library School has discontinued the undergraduate bachelor of science degree in library science. The plan was approved by the University trustees in their October meeting. Instead, a 20 semester-hour minor in library science has been set up in both the College of Liberal Arts and the College of Education beginning with the present fall semester.

An undergraduate division of the Library School was established in 1948 in order to provide pre-requisite courses for the new graduate program which was begun at that time.

This arrangement was unnecessarily complicated. Undergraduate students can be more easily handled and their programs of study as effectively controlled through the new pre-library curriculum in liberal arts and education. This is similar to the pre-law and pre-medicine curricula which have worked satisfactorily for several years at the University.

The undergraduate courses in library science will, as before, be planned and taught entirely by the Library School faculty. Counselling of students will also continue through the Library School.

The new arrangement will also provide a better integration with the other undergraduate curricula and the elimination of any possible confusion of an undergraduate B.S. degree with the old fifth-year professional B.S. degree.

The Library School awarded its first doctor of philosophy degree Oct. 15 to Rolland E. Stevens, chief acquisitions librarian at Ohio State University. He began work toward the Ph.D. in the fall of 1948.

Junior College Groups Help Mark Joliet Anniversary

"The Second Fifty Years—Our Golden Opportunity" set the theme for the joint meeting of the Illinois Association of Junior Colleges and the Council of North Central Junior Colleges in Joliet Oct. 18 to 20. The meeting was held in conjunction with the celebration of the 50th anniversary of the founding of Joliet Junior College, America's oldest public junior college.

A general joint session of the two groups was held on Saturday morning, Oct. 20. After the general session, the Illinois Association of Junior Colleges had faculty and student sectional meetings.

The delegates of the Council of North Central Junior Colleges were shown through Joliet Junior College on Thursday afternoon, and toured Illinois State Penitentiary on Friday afternoon. The council banquet was on Friday night.

New officers of the Council of North Central Junior Colleges are John H. McKenzie of Port Huron, Mich., president; Carl Mundinger of Winfield, Kan., vice-president; Rueben Meilen, E. W. Rowley, and Dallas Buck, members of the executive committee.

The Mite of Each Is the Might of All

A special midyear school savings campaign began Nov. 19 and will continue through the end of the first semester. The over-all objective of the campaign is to increase the number of schools which are helping pupils to save for their future through the regular purchase of US savings stamps and bonds.

To assist teachers in helping pupils to understand the "why" as well as the "how" of savings, the savings bonds division of the US Treasury Department makes available a number of study units (prepared by competent professional authors), posters, and program materials. Two new publications are especially suitable for acquainting teachers with the place of the savings program in the defense effort: *Defending America*, which points out our personal responsibility in the defense of liberty; and *How to Manage Your School Savings Program*, which gives practical suggestions for operating the program.

Publications, posters, stamp albums, two technicolor films, and a slide film may be obtained free on request from the state offices or from the Education Director, Savings Bonds Division, Treasury Department, Washington 25, D. C.

Traffic Safety Contest Now Open to School Pupils

Posters are now being accepted for the eighth annual school traffic safety poster contest, sponsored by the American Automobile Association and approved by the National Association of Secondary School Principals of the NEA.

Prizes totaling $2275 are being given this year for the best posters illustrating the 10 safe-walking rules.

Illinois is in the group which has been assigned these two safety slogans: Look Both Ways Before Crossing and Play Away From Traffic. An open classification, illustrating any original traffic safety rule, may be entered by a contestant only if he first submits a poster illustrating one of the two rules assigned to his state.

Ten of the best posters are reproduced and distributed to elementary school teachers for use in their classroom safety lessons. Any student currently attending elementary or secondary schools may submit an entry. The contest ends April 1, 1952.

2 Illinois Educators On Safety Committee

Two Illinois administrators are members of a committee which has adopted a fire prevention project for college residence halls. They are John J. Ahern, director of the department of fire protection and safety engineering of the Illinois Institute of Technology, and Calvin S. Sifferd, supervisor of counseling for men's residence halls at the University of Illinois. The joint committee was appointed by the National Commission on Safety Education and the National Association of Deans of Women.

Elementary Education Ranks Second at Eastern

More students at Eastern Illinois State College are enrolled as majors in business education than in any other four-year curricula, with a total of 175 students majoring in this curriculum.

Elementary education, ranking first in number of majors last year, is second in the totals for the fall quarter of 1951 with an enrollment of 173 majors. Ranked in order, the enrollment of majors in other four-year curricula is as follows: men's physical education, 91; home economics, 77; industrial arts, 56; speech, 55; music, 43; social science, 41; women's physical education, 40; English, 36; mathematics, 35; art, 34; chemistry, 33; botany, 22; zoology, 21; geography, 13; physics, 11; and foreign language, 10.

With the total enrollment in the four-year curricula down from 1203 in 1950 to 966 this year, or a drop of 11.4 percent, two curricula showed a gain over last year in the number of majors. Speech and physics gained two and one majors, respectively.

The largest drops in number of majors were recorded in men's physical education, with 45 less than last year; industrial arts, down 32; and music, with 27 less majors.

Enrollment in the two-year curricula totalled 120, with increases in the number of students registered for the two-year certificate, pre-engineering, and pre-medicine. The addition of 13 unclassified students and four graduate students brings the total fall quarter enrollment to 1103.

IASA Sponsors Collection Of School Materials at UI

A Clearing House of Educational Administrative Materials is available at the University of Illinois to the teachers and school administrators of the state. Sponsored by the Illinois Association of School Administrators and operated jointly by the College of Education and the University library, the clearing house has collected many types of locally developed administrative materials which are housed in the education, psychology, and philosophy section of the University library.

More than 100 schools, county superintendents' offices, and school districts have contributed materials. Several of these have been from out of the state.

The collection was used extensively last spring and summer by teachers and administrators who were attending classes on the University campus.

Materials or requests for information should be submitted to Professor Van Miller, 105b Gregory Hall, University of Illinois, Urbana.

Western Alumni Officers

New officers of the Western Illinois State College Alumni Association are Neil Ewing of Decatur, president; John Bailey of Galesburg, vice-president; Avis Burgard of Good Hope, secretary; Mary Purdum of Springfield, representative to the Joint Alumni Council.

National Security Bulletin Published by ISSCP Is Result of Statewide Recommendations

An Illinois Secondary School Curriculum Program bulletin has been published which is the outgrowth of a statewide project under the auspices of the Office of the Superintendent of Public Instruction. *The Schools and National Security*, edited by three University of Illinois educators, is a compilation of the recommendations of some 2500 persons for a school security program.

Editors are Charles W. Sanford, associate dean, Harold C. Hand, professor of education, and Dean Willard B. Spalding, all of the U. of I. College of Education. In preparing this book, they first sought estimates of the nature, size, and requirements of the national security situation and of the likely consequences of the measures which probably must be taken.

Submitted by state and national authorities, these estimates of the military, industrial and agricultural production, manpower, medical, economic and social welfare, civil defense, and psychological and related aspects of national security were then turned over to professional educators to determine the implications for education in the areas of its fundamental role, instructional and guidance programs, school administration, and school-community relations.

'TRIAL' COPY PREPARED

Reports from both groups were subsequently referred to a third panel of more than 130 specially qualified members which, working in small groups, prepared a "trial" copy of a proposed national security program for the schools covering every principal facet of the school activities—subject areas, the guidance program, health service, adult education work, preparation for disaster control, and public relations. This "trial" copy was printed and submitted for criticism to 2000 selected Illinois school administrators, teachers, school board members and others, and to a half-dozen or so groups of high school pupils.

Criticism and recommendations of the expanded group were incorporated by the editors into the final draft of the book which is published in the McGraw-Hill Series in Education. A special edition of 15,000 copies is being distributed by the Office of the Superintendent of Public Instruction to the schools of the state.

Royalties from the trade edition will be placed in a non-profit revolving fund, the Illinois Curriculum Program, Inc., to be used to encourage and promote other curriculum projects.

Movies Change Attitudes, Nebraska Study Indicates

Do secondary schools need to deliberately plan a campaign of education for international understanding? A survey recently completed in Nebraska might indicate that they do.

The study, conducted by Jack A. Peterson, director of research at Western Illinois State College, was part of the Nebraska Program of Educational Enrichment Through the Use of Motion Pictures.

Students at 14 experimental schools scattered throughout the state viewed 10 selected motion pictures about the United Nations. Each film mirrored one attitude which directors of the survey felt should be strengthened in our high school students. In the 11 control schools the UN was studied in a somewhat incidental fashion by means of books, magazines, debate activities, speeches, etc.

Specially-designed attitude tests were given to both groups before the work on the UN was presented and again after it had been completed. Extensive student-interviews supplemented the results of the tests.

SIGNIFICANT CHANGE

On the basis of test results and the interviews, administrators of the study felt that there had been a more significant change in the attitudes of the experimental group, in regard to an understanding of the work of the UN and the needs of the peoples of the world, than had been shown in the attitudes of the control group.

This would indicate that high school students' attitudes can be changed, that a definite, planned program is more effective than incidental learnings, and that dynamic films can probably do the job better than books, magazines, or lectures.

UI Student Teachers Begin New Professional Program

Approximately 80 Illinois schools are being utilized as student-training centers in a new "professional semester" inaugurated by the University of Illinois for 250 seniors in education who began six weeks of full-time teaching in these schools Oct. 29.

Under the new program as set up at the U. of I. prospective teachers spend six weeks in course work on the campus followed by six weeks of practical experience.

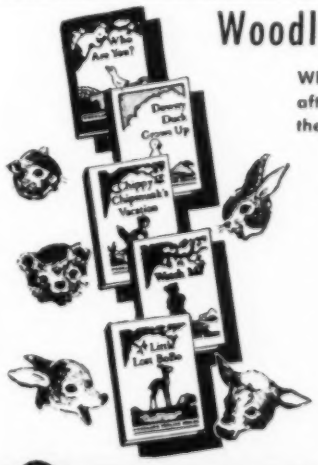
This permits participation by schools throughout the state in the University's teacher-training curriculum. Each student is assigned to an experienced cooperating teacher in his own field. A member of the University's College of Education faculty supervises the student teaching.

Previously all student teaching at the U. of I., except for vocational agriculture and home economics, was provided on a part-time one-hour-per-day basis, and necessarily conducted in schools easily accessible from the campus.

AASA Regional Meeting In St. Louis Feb. 23 to 27

An exhibit of plans of public, private, and parochial school buildings below college level, constructed since 1947 or now being constructed, will be a feature at the regional convention of the American Association of School Administrators in St. Louis, Feb. 23 to 27. Architects are invited to send entries to the exhibit, which is sponsored by the American Institute of Architects and the AASA.

The Illinois breakfast for AASA members from Illinois and their guests will be Tuesday, Feb. 26.



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Directions in Art Education Are Noted By State Association at Moline Meet

William Bealmer, director of art in the River Forest public schools, was elected president of the Illinois Art Education Association at the organization's fourth annual conference in Moline Nov. 9 to 11. Other officers for the 1951-52 year will be Ann Lally, director of art in the Chicago public schools, first vice-president; Calvin Countryman of Eastern Illinois State College, second vice-president; Robert Drummond of the University of Illinois, secretary; and George Barford of Illinois State Normal University, treasurer.

New council members elected at the Moline conference were Miss Lally, Mr. Drummond, Marie Ringquist, and Mr. Bealmer.

Principal speaker at the opening session was Ivan E. Johnson, president of Western Arts Association and consultant in art for the Dallas, Tex., independent school district. Mr. Johnson's challenging address was based on the subject, "Today's Child and Tomorrow's Art."

CHILDREN'S ART FEATURED

Featured at the conference was a splendid exhibit of children's art at all grade levels. The exhibit, entitled "Directions in Art Education," was arranged and installed by Mr. Bealmer with the assistance of a statewide committee. "Directions in Art Education" was also prepared in book form and was distributed at the conference to members of the association as the first publication of the association.

Saturday afternoon exhibits and demonstrations were held at the new Roosevelt School in Moline. Conference-goers saw scenes from "The Wizard of Oz," by the Reed Marionette Theater of Williams Bay, Wis.; a marionette variety show by students from Alleman Senior High School in Rock Island; a demonstration of enameling on copper by Mrs. Mary Parker of Illinois State Normal University; and one of encaustic painting by Mr. James Moore of Rock Island.

A banquet address with the provocative title "Is Art Education?" was given by Mrs. Marion Quin Dix, vice-president of the National Art Education Association and supervisor of art for the public schools of Elizabeth, N. J. In quoting three of hundreds of case records, Mrs. Dix suggested that in general there is no dividing line between art and education.

Group discussions on questions arising from the address by Mrs. Dix were held Sunday morning Nov. 11.

The final general session was held Sunday afternoon.

How OLD is Santa Claus?

This particular Santa – the one you see on the Christmas Seals – is a very healthy forty-five!

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BUY Christmas Seals/

Because of the importance of the above message, this space has been contributed by ILLINOIS EDUCATION

100 Million Pencils Wanted For Children Overseas

A new and unique drive to collect 100 million pencils has been started by Salom Rizk, noted lecturer and author of the best seller, *Syrian Yankee*. The campaign to collect pencils for the use of school children in cities of the Orient, the Near East, and Europe is a project to solve a real need in our times, according to Mr. Rizk who recently conducted a survey to ascertain the needs of school children abroad. He said the children of at least a dozen countries need pencils for their school work, and in some cases the children have to take turns in using the same pencil.

Mr. Rizk is appealing to all Americans to collect slightly used pencils from homes, offices, and schools and send them to him. He turns them over to welfare agencies who are already engaged in shipping food, clothing, and other needed supplies to underprivileged children abroad. Send all pencils or contributions for pencils to Salom Rizk, Carnegie Hall, New York City; or west of Chicago, to Salom Rizk, Pasadena, Calif.

PR Bulletin Available

"School Public Relations" is the title of a new bulletin published by Western Illinois State College. Copies are available by writing the public relations office at Western.

Teacher Enrollment High In ISNU Extension Courses

Enrollment of teachers in extension courses scheduled off-campus by Illinois State Normal University this fall is the highest in 20 years.

A final registration figure shows 684 persons in the 21 classes taught by ISNU within a 125-mile radius of Normal. Dr. L. W. Miller, director of field services, states the jump in enrollment coincides with the current rise in salaries and educational standards for teachers.

Off-campus centers in which teachers now are registered in ISNU courses include: Benld, Chenoa, Decatur, Girard, Havana, Lacon, Lincoln, Monticello, Morris, Paxton, Pekin, Peoria, Petersburg, Pontiac, Roberts, Springfield, Streator, Virginia, and Watseka.

Final enrollment figures from the ISNU campus reveal the university has 2216 resident students this fall, approximately the same number as in 1948. Last year's final figure of 2449 represented an all-time high.

UI Library School Issues Civil Service Exam Study

The University of Illinois Library School has made available without charge a study of the civil service examination given in July, 1950, for the position of director of the Chicago Public Library.

A description of that examination, including the questions asked and the model answers used to grade the papers, has been prepared by Arthur V. Wolfe, who was in charge of the examination for the Civil Service Commission. It has been issued as No. 25 of the University of Illinois Library School's *Occasional Papers*, for December, 1951, under the title "A Case Study in Personnel Selection: A Civil Service Examination for Director of the Chicago Public Library."

A copy of this study will be sent without charge, upon request to Herbert Goldhor, Editor, Occasional Papers, University of Illinois Library School, Urbana. Libraries and other institutions will be put on the mailing list to receive automatically a copy of all future issues in this series, if they so indicate in writing.

Elementary Principal Is Former Magician

If things get too far out of hand for Eschol Jackson as principal of Excelsior South School in Decatur, he probably can say a few magic words and make the trouble-makers vanish into thin air.

"Professor" Jackson (as he calls himself), a June, 1951, graduate of Southern Illinois University, was a professional magician prior to becoming an elementary school administrator, and if necessary he can pull a rabbit out of a hat on short notice. With his wife, Mollie, as his helper, he has covered the high school, college, and civic club circuits throughout western United States with his shows.

97 Local Associations Representing 20,000 Teachers, Now Affiliated With IACT

The Illinois Association of Classroom Teachers has welcomed seven new affiliates into the organization. They are the Alton Education Association, Bushnell-Prairie City Unit Teachers Association, Central Grundy County Teachers Association, Illinois Association of Classroom Teachers at Reavis High School in Oak Lawn, Naperville Teachers Association, Streator Elementary Teachers Club, and the Will County Rural School Teachers Association.

This makes a total of 97 paid association members of IACT, representing almost 20,000 classroom teachers of the state.

Affiliated local associations are:

Alton Education Association
Aurora Education Association
Batavia Teachers Association
Beecher City Education Association
Belleville Grade Teachers Association
Belvidere Education Association
Brookfield Education Association
Bushnell-Prairie City Teachers Association
Carbondale Education Association
Central Grundy County Teachers Association
Centralia City Teachers Association
Centralia Township High School Education Association
Champaign Education Association
Christian County Teachers Association
Coal City Community Teachers Association
Collinsville Community Unit No. 10 Education Association
Danville Education Association
Decatur Education Association
District 187 Classroom Teachers Association
Dixon Teachers Association
Downers Grove Elementary Teachers Association
Downers Grove High School Teachers Association
DuQuoin Education Association
East Alton Teachers Association
East Peoria High School Teachers Association
East St. Louis Education Association
East St. Louis Faculty Club
East St. Louis Classroom Teachers Fellowship
Effingham Community Unit Association
Elgin Teachers Association
Elmhurst Elementary Teachers Council
Elmwood Park Teachers Association
Evanston Teachers Club
Freeport Teachers Association
Galena Teachers Association
Glenview Teachers Council
Hanover Education Association
Harrisburg Teachers Association
Hazel Crest Association of Classroom Teachers
Hillsboro Community Education Association
Hinsdale Teachers Association
Jacksonville Classroom Teachers
Jo Daviess County Teachers Association
Joliet Teachers Association
Joliet Township High School and Junior College Teachers Association
Kendall County Teachers Association
Kewanee Teachers Association
Lawrenceville Education Association
Litchfield Elementary Teachers Association
Lockport Grade Teachers Association
Logan County Teachers Association
McDonough Elementary Teachers Association
Mercer County Women Teachers Association
Moline Classroom Teachers Association
Monmouth Teachers Association
Monticello Unit Teachers Association
Morris Teachers Association
Mt. Morris Classroom Teachers Association
Mt. Vernon Education Association
Murphysboro Education Association
Naperville Teachers Association
North Chicago Education Association
Oak Park Department of Classroom Teachers
Ottawa Township High School Education Association
Paris Teachers Association
Park Ridge Teachers Council
Pekin Elementary Teachers Association
Pekin Teachers Alliance
Peoria Education Association
Pittsfield Community Unit No. 10 Teachers Association
Proviso Faculty Association
Quincy Teachers Association
Reavis High School Classroom Teachers Association
Riverside Teachers Council
Rockford Education Association
Rock Island Classroom Teachers Association
Shelbyville Education Association
Southern Grundy Teachers Association
Sparta Education Association
Springfield Classroom Teachers Association
Stockton Teachers Association
Streator Elementary Teachers Association
Taylorville Education Association
Teachers Council District 301—Plato, Illinois
Thornton Township High School and Junior College Teachers Association
Tuscola Education Association
Twin Cities Classroom Teachers Association of Sterling and Rock Falls
United Township High School Teachers Association of East Moline
Urbana Teachers Association
Villa Park Education Association
Warren Teachers Association
Wheaton Teachers Association
Will County Rural Teachers Association
Wilmette Teachers Council
Winnebago County Affiliated Teachers Association
Wood River-Hartford Classroom Teachers Association
Zion Teachers Association

Busy Schedule Planned For Janie Alexander

Mrs. Janie Alexander, president of the NEA Department of Classroom Teachers, has a busy schedule planned for her visit to Illinois in February. Tentative plans include talks to the teachers at Pekin on Feb. 7, with Peoria and East Peoria cooperating; at Ottawa's county institute on the 8th; Elmwood Park on the 11th; Elmhurst on the 13th; Champaign on the 14th; an undecided date on the 15th, probably either at Hillsboro or Bushnell; Lawrenceville on the 18th; Centralia on the 19th; Alton on the 20th; and East St. Louis on the 21st.

Mrs. Alexander is a teacher in the Coldwell Elementary School in El Paso, Tex., and is on leave of absence this year to speak to teachers throughout the nation.

Help Build IEA Addition!

Teachers are reminded that they should send their contributions for the Centennial Building Fund to their division treasurers as soon as possible. A goal of $150,000 has been set in order to build a Centennial Addition to the present IEA headquarters building by 1953. A gift of $3 per teacher is suggested.

The greatly increased activities of the IEA have meant greatly increased benefits to the teachers of Illinois. But they have also meant an increased need for space in the headquarters building to accommodate additional personnel, additional records, and additional storage space.

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School Librarians Meet During ILA Fall Conference

Newly-elected officers of the Illinois Library Association were mistakenly listed in the November ILLINOIS EDUCATION as officers of the Illinois Association of School Librarians. The correct list of officers of the IASL follows:

Margaret Nicholson of Evanston Township High School, president; Myrtle Ellis of York Township High School at Elmhurst, vice-president; Marguerite Zimmerman of Springfield High School, secretary; Loren Allen of East Richland Community Schools at Olney, treasurer; and Mertice Pyle of Mattoon, Irene Moore of Mt. Carmel High School, and Dorothy Marzahn of Woodruff High School at Peoria, board members.

At the annual business meeting of IASL in Chicago Oct. 20, held during the fall conference of the Illinois Library Association, the question was discussed as to whether IASL should become a section of ILA or become an autonomous organization. No decision was reached.

The conference program, co-sponsored by the children's librarians section of ILA, presented as speakers Miss Frances Henne of the University of Chicago, who spoke on "Critical Judgment and the Selection of Books," and Miss Grace Gilman of Lincoln Library in Springfield, who gave an entertaining talk on "Librarians Unlimited."

At the final session, IASL held a panel discussion on "Short Cuts to Learning," a discussion of the abridged classics, comics, paper books, etc.

The spring conference of the Illinois Association of School Librarians will be held April 25 to 27 at Pere Marquette State Park. The general theme will be some phases of evaluation of school library service. The conference planning committee is being guided by the results of a survey held last spring at the Allerton Park conference.

Illinois now heads the list of states in membership in the American Association of School Librarians, with a total of 273 members.

ISNU Alumni Meetings

Between five and six hundred persons attended meetings arranged by Illinois State Normal University alumni in six different counties this fall: DeWitt, Grundy, LaSalle, Piatt, Vermilion, and Will.

The Grundy County group formed a new ISNU club; groups in DeWitt and Piatt counties reactivated clubs; and those in LaSalle, Vermilion, and Will held their annual fall meetings.

The spring schedule of meetings now being arranged by alumni officials in cooperation with William F. Anderson, director of alumni relations at ISNU, calls for meetings in the following counties: Champaign, Cook, Christian, Ford, Iroquois, Kane-Kendall, Kankakee, Knox-Warren, Livingston, Macon, Madison, McLean, Peoria, St. Clair-Monroe, Sangamon, Tazewell.

National Teacher Exams Will Be Held On Feb. 16

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, Feb. 16, 1952.

At the one-day testing session a candidate may take the common examinations, which include tests in professional information, general culture, English expression, and non-verbal reasoning; and one or two of nine optional examinations, designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending, or the school system in which he is seeking employment, will advise him whether he should take the National Teacher Examinations, and which of the optional examinations to select.

Application forms and a bulletin of information, describing registration procedure and containing sample test questions, may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, N. J. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November, December, and until Jan. 18, 1952.

Social Studies Volumes Given to Eastern Library

Fifty-seven volumes relating to the geography and social history of the United States during the period before the Civil War have been given to the Mary Josephine Booth Library at Eastern Illinois State College by Dr. Charles H. Coleman, head of the social science department at Eastern.

The books, from the private library of Dr. Coleman, are from a collection of travel books of the 18th and 19th centuries purchased in London in 1910 by Dr. Coleman's father, the late Prof. Walter Moore Coleman, and were given in his memory.

Most of the books were published in England or Scotland, and with few exceptions have long been out of print. Few, if any, are available in the American book market.

Great Demand For Teachers Expected During Holidays

There will be more than the usual demand for teachers to fill vacancies which occur during the holiday season and at the beginning of the second semester. In addition to these vacancies there has been a continual demand during the year for teachers of commerce, music, girls physical education, and certain subject matter combinations on the high school level. There has been and will continue to be demand for teachers with degrees and training in the elementary field.

Teachers who are available for teaching positions are urged to enroll now with the Division of Teacher Placement of the Illinois Education Association, 100 East Edwards Street, Springfield.

Two of Every Five Schools Use UI Visual Aids Films

Nearly two out of every five of the state's schools are making use of the University of Illinois visual aids library of 10,000 reels of movie film.

The film library, operated under the division of university extension, is becoming more popular each year. Forty-five thousand shipments of films to schools and other groups were recorded last year. Some 600 films were added to the collection last year making a total of 4000 titles now available. Although there are new titles in all fields, a new film on teen-age drug addiction is particularly significant.

Besides the school use, the service has more than 1000 community groups on its regular mailing list. Donald W. Smith is supervisor of the library.

Popularity of film use in education is reflected in the building of film libraries in some 60 counties throughout the state where from 25 to 250 films are stored for regular use.

A new catalog of available movies and recordings has just been issued by the Division of University Extension, Visual Aids Service, 713½ South Wright Street, Champaign.

CAREER KIDS

(Continued from page 127)

dinner with the marines, Billy and his two companions were taken home at the end of a busy day.

Billy Daley, a riding-horse enthusiast, wanted to own a horse ranch when he grew up. So he wrote a man in New York who owns and operates a large ranch of that type. In response to his letter, Billy received an invitation to spend a week on the ranch. The owner will be in the midwest during the summer and asked Billy to go back with him. Billy and his parents haven't decided yet whether the trip will be possible, but the prospect is exciting.

'DOCTOR, LAWYER, MERCHANT, CHIEF'

One girl chose veterinary medicine as her career, and spent one day making calls with the local veterinarian. A boy who hopes to be a horticulturist visited a nursery with J. C. McDaniel, assistant professor of horticulture at the University of Illinois.

Other pupils have plans to become carpenter, nurse, doctor, pharmacist, airline stewardess, department store retailer, and housewife. All of them have seen that planning now for tomorrow's future can be interesting, practical, and profitable.

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You may help us to get the material to you quicker by: 1) printing your name and address clearly, 2) writing out the address in full—without abbreviations, and 3) heeding any limitations the producers have indicated for the distribution of their material.

13. **Aids to a Health and Nutrition Program** is a revised edition of a catalog which lists materials planned to meet in a practical way the needs of the academic teacher, the specialist, and the administrator, and suggests effective ways to develop a community-school program in nutrition education. (General Mills)

18. **How to Prepare for a Career in Science,** for high school students, contains suggested subjects to study, development of skills and aptitudes, importance of human relations, opportunities and starting salaries in scientific careers. Simply written, illustrated with drawings, 16-page pamphlet by Dr. H. B. Hass, manager, research and development, GAF, formerly head of chemistry department, Purdue University. Every science teacher will want to distribute them to the class. (General Aniline and Film Corporation)

20. **The Genie Story** is a 16-page full-color book in which a genie shows a schoolboy the part that coal plays in our daily lives. (Bituminous Coal Institute)

23. **More Brilliant Projection** in a brief, interesting way answers for the projector-user such questions as seating arrangement, care of the lenses, what type screen is best, audience capacity, care and handling of audiences, and many others. If you use a projector, you will want this booklet. (Radiant Manufacturing Corporation)

26. **The Railroad Story** is a 32-page booklet emphasizing railroad research and scientific progress. Contains pictures, maps, charts, and graphs. Especially prepared for classroom use in science, geography, history, economics, transportation, and commercial subjects. For upper grades and high school. Available in quantities. Single copies of special manual for teachers. (Association of American Railroads)

27. **Facts About Color Television** is a 16-page booklet explaining the status of color television. The 12 questions and answers give authoritative information on this much-discussed question of color television. (Radio Corporation of America)

28. **Brochure on Student - Teacher Seminar Tour** to the high spots of Europe includes a brief outline of the 40-day tour and the historical and cultural landmarks to be visited.

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IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, write ILLINOIS EDUCATION. *Your request for information will be forwarded to the producer.*

Sapolin's new **Rite-On-Green paint** will transform any surface into a chalkboard writing slate with the stroke of a brush. It creates the same slate-like writing surface qualities of expensive chalkboard in a new non-glaring-green color. Easily applied by brush or spray, the new paint takes erasing well with an ordinary chalk eraser and can be washed clean without harm to the finish. Priced at $2.10 per quart, it is available at paint, hardware, and department stores everywhere.

Blacklight Fluorescent Chalk is available in sets of six radiant fluorescent colors which glow with a neon-like brilliance when activated by blacklight. It is carefully compounded to perfect writing consistency and is easily erased with an ordinary eraser or cloth. Ideally suited for use when light levels are low, as when films are being shown. The use of the chalk when combined with an inexpensive blacklight fixture dramatizes and livens dark-room discussions.

Radiant "Classroom" Screen permits movie and slide projections in a lighted room. Blinds and windows may be left open and normal ventilation retained at all times in rooms where darkening equipment is difficult or too expensive. The "classroom" screen has an unbreakable wide-angle projection surface and is equipped with doors which protect the surface and permit easy, safe storing. Viewing surface measures 40 in. x 40 in. Total weight less than 22 pounds. A tilting chain at the top of the screen makes it possible to tilt the screen so that the entire audience can enjoy the perfect viewing angle. Cost, $39.75; size 30 in. x 40 in., $37.75. (Prices slightly higher on West Coast.)

Flite-Master gym set means fun by the hour for the youngsters. Light and portable with plenty of safe strength. It includes a slide, rocket glider attachment, swing, trapeze, bar and two rings, and teeter with stand bolted to upright. Easily erected with simple tools. Slide bed is made of special metal for smooth surface and long life. Cost moderate.

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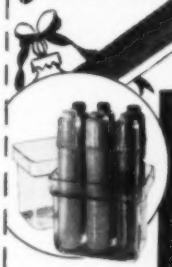

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Materials listed here may be obtained from the producers and local distributors. Some are available from the Audio-Visual Education Center at Eastern, which will be glad to answer inquiries.

Audio and Visual

By

DR. ARTHUR F. BYRNES

Director, Audio-Visual Education Center
Eastern Illinois State College

FILMS

What Time Is It? (Kindergarten, lower elementary, teacher training. Sound, 11 minutes, black and white or color, rent, purchase. Coronet Films, Inc.)—Barbara is preparing for her birthday party when her parents remind her she will have to hurry as it is close to bedtime. Darkness on the screen represents passing time. Soon Barbara is in bed and asleep. With a special clock we pretend she is dreaming. She moves the hand of the clock as the audience participates in the counting. In the morning, after Barbara awakes, various examples of time are explained: Barbara's father leaves the house at eight, school begins at nine, and all day people depend on their ability to tell time. Days, weeks, and months are also given attention.

Fire Prevention in the Home (Primary, middle elementary. Sound, 14 minutes, black and white, rent or purchase. Encyclopaedia Britannica Films, Inc.)—The film opens with a member of the fire department explaining to an elementary school assembly how to use a checklist at home to determine fire hazards. Billy takes his blank home but his mother is too preoccupied to go over the house with him to discover ways of making it more safe from fire. On the other hand Ted and his dad go over their house following the checklist very carefully. They discover some existing fire hazards and discuss methods of eliminating and avoiding them. Back at school the next day a student relates a personal experience with a home fire and Billy decides to keep his blank and try again to convince his parents of the importance of preventing fire in the home.

Angry Boy (College, adult, nurses training, PTA, civic groups, teacher training, social agencies. Sound, 33 minutes, black and white, rent, purchase. International Film Bureau, Inc.)—A boy about eight years old has some deep emotional disturbances brought on by parental difficulties in the home. The feelings manifest themselves when he steals from the teacher's purse. He is not subjected to criminal action but is treated in a regional psychiatric clinic. Flashbacks reveal the cause of the youngster's emotional upsets. Corrective psychotherapy is demonstrated, and the child's positive response to the treatment is shown.

Geography of Australia (Upper elementary, junior high, and senior high. Sound, 11 minutes, black and white, rent or purchase. Young America Films, Inc.)—The film, produced in Australia, attempts to give an overview of the geography of Australia. It shows how life in a country depends on the way in which man uses the available natural resources of the land. The film describes the physical geography of the continent, the climate, natural resources, exports and imports, industries, how Australia's eight million people have developed their country, and what their future holds.

The Story of MDAP (High school, college, adult. Sound, 27 minutes, black and white, free loan. United States Army)—Relates the beginning and development of the Mutual Defense Assistance Program showing how the United States supplies military aid and assistance to all freedom-loving nations in the shadow of Communist aggression. Actual scenes show clothing, equipment, and food being shipped under the Marshall Plan to war damaged countries of Europe; US military aid to Greece; and the now famous Berlin Airlift supplying the people of Berlin. The importance of each individual's contribution to MDAP to help strengthen the weaker countries and discourage Communist aggression is emphasized.

Andy's Animal Alphabet (Kindergarten, primary, elementary, teacher training. Sound, 10 minutes, color, rent or purchase. March of Time Forum Films, Inc.)—A trip through the Bronx Zoo is made with a little orangutan named Andy. Through the medium of alphabet blocks, animals are introduced from A through Z. Many animals are familiar but many are strange and new. Some of the more easily recognized animals Andy meets are the bear, kangaroo, elephant, lion, bullfrog, skunk, and tortoise. Some less familiar animals he encounters are the jaguar, yak, marmoset, and nyala.

FILMSTRIPS

Life Then and Now in the United States (Silver Burdett Co.)—A series showing the historical development of geographical areas of our country. Three have been released, dealing with New England, the Appalachian Mountains, and the Great Lakes waterways, with more to follow.

Introduction to Europe Series (Curriculum Films, Inc.)—Twelve filmstrips which include such topics as *Farmers of Europe, Industrial Workers of Europe, Life in England,* and the *Golden Age of Italy.*

RECORDINGS

By Rocket to the Moon (10 in., 78 rpm, Young People's Records, Inc.)—An imaginary trip in outer space attempts to develop pupil interest in elementary astronomy.

Grandfather's Farm (10 in., 78 rpm, Children's Record Guild)—Six songs are introduced that stimulate the imagination and serve as musical material for pupil participation. Such songs as "Over the River," "Mr. Rabbit," and "Old Brown Cow" are utilized.

A new tape-recorded library is now available to schools from the Visual Aids Service of the University of Illinois. Valuable recorded material in virtually all areas of education preserved on tape will be duplicated for schools for a small charge.

NEA Honor Roll

COUNTIES WITH 100 PERCENT NEA ENROLLMENT

Crawford County

SCHOOL DISTRICTS WITH 100 PERCENT NEA ENROLLMENT

Carrollton
East Moline (El.)
Freeburg (Com. Cons.)
Freeburg Community High School
Galva (Com. Unit)
Greenville
Kewanee (Com. Unit)
Millstadt (Com. Cons.)
Mt. Vernon (El.)
Orion (Com. Unit)
Robinson (Central Com. Unit)
Silvis
Spring Valley, Hall Township High and Vocational School
White Hall
Wood River (El.)

SCHOOLS WITH 100 PERCENT NEA ENROLLMENT

Colona, Colona School
East Carondelet, Douglas School
East Carondelet, Hough School
Maplewood, Cahokia School (P.O. R.R. 1, East St. Louis)
Moline, Carr School
Moline, Farm Home and School for Boys (P.O. Coal Valley)
Moline, Grant School
Moline, Lincoln School
Moline, McKinley School
Moline, Roosevelt School
Moline, Washington School
Rock Island, Senior High School
Rock Island, Central Jr. High School
Rock Island, Washington Jr. High School
Rock Island, Audubon School
Rock Island, Blackhawk School
Rock Island, Country Girls School
Rock Island, Denkmann School
Rock Island, Edison School
Rock Island, Eugene Field School
Rock Island, Grant School
Rock Island, Hawthorne School
Rock Island, Irving School
Rock Island, Lincoln School
Rock Island, Longfellow School
Rock Island, Willard School

CURRENT Publications

(Publisher's address in last column.)

Guidance

Pupil Personnel Services in Elementary and Secondary Schools. Federal Security Agency, Office of Education.* Paper. 14 pages. Price, 15 cents.

A guide to their functions and areas of service.

Principles and Practices of the Guidance Program, Glenn E. Smith. The Macmillan Co. Cloth. 379 pages. Price, $3.25.

Discussion of why guidance services are needed, their nature and scope, and how to evaluate them. Prepared as an introductory text.

This Is the Life, Wellington G. Pierce. D. C. Heath and Co. Cloth. Illustrated. 319 pages. Price, $2.60.

Planned as a basic text for orientation classes, this book answers a lot of the questions teenagers want to know about themselves, their family, their privileges and responsibilities.

Psychology for Life Adjustment, Charles R. Foster. American Technical Society, 848 East 58th Street, Chicago 37. Cloth. Illustrated. 456 pages. Price, $5.

An attempt to explain the reasons behind our behavior so we can better understand why we act as we do and adjust more successfully to situations.

Farm Youths' Appraisal of Their Adjustments, Compared with Other Youth, L. J. Elias. State College of Washington Institute of Agricultural Sciences, Washington Agricultural Experiment Stations. Paper. Illustrated. 45 pages.

Analysis of youth's responses to matters of social adjustment and a comparison of those responses in the farm group and lower-, middle-, and upper-class groups.

Scholarships, Fellowships, and Loans, Volume II, S. Norman Feingold. Bellman Publishing Co., Inc., 80 Newbury Street, Boston 16. Cloth. 312 pages. Price, $5.

Contains complete information on the aid available to students for education purposes.

1951 Directory of Vocational Counseling Agencies. Ethical Practices Committee, National Vocational Guidance Association, Box 64, Washington University, St. Louis 5. Paper. 175 pages. Price, $1.

This handy, practical guide lists only those agencies which meet certain minimum standards, and should prove valuable to educators, social workers, and guidance directors.

Directory of Business Schools in the United States. National Association and Council of Business Schools, Washington 9, D.C. Paper. 31 pages. Free to teachers, counsellors, etc.

A handbook for vocational advisers and guidance officers.

Home Study Blue Book. National Home Study Council, Washington 9, D.C. Paper. Illustrated. 32 pages. Free to teachers, counsellors, etc.

A handbook on home study schools and courses and a directory of those accredited by the council.

Mathematics

Essentials of Business Mathematics, Fifth Edition, Dr. R. Robert Rosenberg. The Gregg Publishing Co., 330 West 42nd Street, New York 18. Cloth. Illustrated. 368 pages. Price, $1.96.

One-term text which includes pre-tests, practice exercises, and timed drills to help the teacher determine where emphasis or remedial work is needed.

Everyday Algebra, Intermediate Course, Betz and Windt. Ginn and Co. Cloth. Illustrated. 561 pages. Price, $2.48.

The fundamental skills of mathematics are applied to practical real-life situations. An abundance of drill exercises, reviews, and tests give the student opportunity for self-evaluation.

A First Course in Algebra and **A Second Course in Algebra,** Walter W. Hart. D. C. Heath and Co. Cloth. Illustrated. 384 and 483 pages, respectively. Price, $2.28 and $2.40, respectively.

Practical applications and useful examples of mathematical principles. Provision for slower and superior students.

Physics

Workbook and Laboratory Manual and **Tests** to accompany **High School Physics,** Blackwood, Herron, and Kelly. Ginn and Co. Paper. Illustrated. 277 and 44 pages, respectively. Price for both books, $1.40.

An exercise for each chapter in the book to show the practical application of the basic laws. There is one test for each section in the workbook.

Reading

Robinson Crusoe, Daniel Defoe. Adapted by Glen Holder. Globe Book Co., 175 Fifth Avenue, New York 10. Cloth. Illustrated. 281 pages. Price, $1.80.

Sentence structure and punctuation have been modernized and the story shortened and adapted for sixth grade and up.

Jamaica Inn, Daphne Du Maurier. Edited and abridged by Jay E. Greene. Globe Book Co., 175 Fifth Avenue, New York 10. Cloth. Illustrated. 252 pages. Price, $1.80.

This exciting adventure story has been shortened and simplified for school use but keeps the original words of the author.

Great Expectations, Charles Dickens. Adapted by Lou P. Bunce. Globe Book Co., 175 Fifth Avenue, New York 10. Cloth. Illustrated. 359 pages. Price, $1.92.

This famous Dickens classic has been shortened and adapted, following the original as closely as possible.

1951-52 Annotated List of Books for Supplementary Reading (Kindergarten — Grade 9). Children's Reading Service, 106 Beekman Street, New York 38. Paper. 96 pages. Free.

Catalog of 1000 children's books arranged by topics and grade levels, with special section for remedial reading.

Viking Junior Books, 1951-52. The Viking Press, 18 East 48th Street, New York 17. Paper. Illustrated. 98 pages.

Catalog of books available, listed by subject matter and age-grade level.

Cowboy Sam and the Rodeo, Edna Walker Chandler. Beckley-Cardy Co. Cloth. Illustrated. 91 pages. Price, $1.40.

Second-grade reader which holds youngsters' interest with all the riding and roping activities which make a rodeo so thrilling.

Stories From Near and Far, Grade 4, and **Stories of Now and Long Ago,** Grade 5, Orr, Reed, and Franseth. Charles Scribner's Sons. Cloth. Illustrated. 440 and 472 pages, respectively. List prices, $2.20 and $2.28, respectively. Net school price, $1.65 and $1.71, respectively.

Readers from the Reading Today Series that tell stories of action and adventure about boys and girls. Teachers' manuals soon to be available.

Bill's Story of the Wholesale Produce Market and **Joe's Story of the Airport,** Marie Elizabeth Smith. Charles Scribner's Sons. Cloth. Illustrated. 47 pages each. List price, $1.12 each. Net school price, 84 cents each.

Two readers of the Social Learnings Series about community life for primary grades, written at a young child's level of interest and understanding.

Blackadder, John Keir Cross. E. P. Dutton and Co., Inc., 300 Fourth Avenue, New York 10. Cloth. Illustrated. 223 pages. Price, $2.50.

This historical novel for boys is an English tale of adventure in the days of Nelson.

A Treasury of the World's Great Myths and Legends, Joanna Strong and Tom B. Leonard. Hart Publishing Co., 114 East 32nd Street, New York 16. Cloth. Illustrated. 319 pages. Price, $3.75.

An anthology of folklore written in simple, readable style for children 8 to 13.

Abraham Lincoln, Humble and Great, James S. Tippett. Beckley-Cardy Co. Cloth. Illustrated. 154 pages. Price, $1.48.

A colorful story of this great man from early childhood until his death, written in a style that youngsters can understand. For grades five through eight.

The Six Robbens, Marion Barrett Obermeyer. Scott, Foresman and Co. Cloth. Illustrated. 219 pages. Price, $1.80.

Written for children of fourth- to sixth-grade level, in third-grade vocabulary for even the slower readers, this is the story of the scattered Robben family who can't find a place to live.

Building Reading Skills, level one to level six. Armstrong and Hargrave. The McCormick-Mathers Publishing Co. Paper. Illustrated. 64 pages each. Price, level 1 to 3 with Skill Builders, 48 cents; level 4 to 6, 42 cents; teacher's guidebook, 60 cents. Teacher's phonics cards available.

A skills program with a phonetic approach to supplement any set of readers. May be used in developmental and corrective program.

Reading Readiness

Group Experience Charts. The John C. Winston Co. 54 16 in. x 20 in. charts. Price, $10.

Full-color charts to accompany and support the reading readiness program. 36 general pictures that promote conversation and 18 charts that duplicate the first 18 pages of **Mary and Bill.** Provision is made for developing initial phonic elements.

Vis-O-Graph Easel. The John C. Winston Co. Price, $8.

Made to display the Experience Charts, this easel has an acetate overlay on which pupils can write with any soap-base crayon and then erase it easily with a cloth or cleansing tissue.

My First School Book, Hildreth, Felton, and Meighen. The John C. Winston Co. Paper. Illustrated. 64 pages. Price, 68 cents.

Workbook type individual experience material with drills on concepts developed in the first 36 Experience Charts.

Mary and Bill, Hildreth, Felton, and Meighen. The John C. Winston Co. Paper. Illustrated. 48 pages. Price, 52 cents.

Pre-primer in the Easy Growth in Reading Series.

My Book About Mary and Bill, Felton and Meighen. The John C. Winston Co. Paper. Illustrated. 64 pages. Price, 64 cents.

Workbook to help the child apply and extend the concepts developed in **Mary and Bill.**

The Teacher's Manual, Hildreth, Felton, and Meighen. The John C. Winston Co. Paper. 31 pages. Price, $1.

Directs the use of the above materials in the Easy Growth in Reading program. A "stand up" format makes it easy for the teacher to use while conducting class.

Safety

Fire Safety: For Junior High Schools. National Commission on Safety Education, NEA. Paper. Illustrated. 32 pages. Price, 50 cents. Quantity rates.

Relates fire safety to the students' own experiences and suggests ways to make it a part of the entire school program.

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Charles Scribner's Sons, 1006 South Michigan Boulevard, Chicago 5.

Ginn and Co., Statler Building, Boston 17.

D. C. Heath and Co., 285 Columbus Avenue, Boston 16.

The John C. Winston Co., 1010 Arch Street, Philadelphia 7.

The Macmillan Co., 2549 Prairie Avenue, Chicago 16.

The McCormick-Mathers Publishing Co., Wichita 1, Kan.

NEA, 1201 16th Street NW, Washington 6, D.C.

Scott, Foresman and Co., 433 East Erie Street, Chicago 11.

Board Briefs

The board of directors met at Hotel Sherman, Chicago, Saturday, Nov. 10, at 2:30 p. m. Pres. J. A. Mann presided. All of the directors and the executive secretary were present.

Mabel Schwarz moved approval of the minutes of the previous meeting. Louise Sullivan seconded the motion, which carried.

Details of the annual meeting were discussed. Olin Stead moved that if arrangements can be made, Northern Illinois State Teachers College should be invited to present its dramatizations about the teachers' code of ethics at the annual meeting. Miss Schwarz seconded the motion, which carried.

The secretary then presented reports from the committees on public relations, legislation, finance and building, Commission on Teacher Education and Professional Standards, the financial report for the month, and reports from the field services. Mary LeMay moved that the reports be accepted. Miss Sullivan seconded the motion, which carried.

Paul Street spoke regarding recommendations of the public relations committee as they pertain to the IEA centennial observation, recommending among other things the hiring of a person to prepare scripts, programs, pageants, plays, etc. under the direction of a special committee responsible to the board. He moved that such a committee by appointed. The motion was seconded and carried.

Irving F. Pearson discussed the McNely (Gillespie) tenure case. James Pease moved that the association share legal expenses on a 50-50 basis to a maximum of $500. Miss Schwarz seconded the motion, which carried.

The secretary presented a request from the NEA for the state appointment of delegates to the conference on Teacher Education and Professional Standards in Chicago Feb. 1 and 2. Miss Sullivan moved that the IEA commission be requested to consider holding one of its meetings in conjunction with this conference and that its members serve as delegates from Illinois. Miss Schwarz seconded the motion, which carried.

Miss LeMay reported on a Springfield meeting regarding coordinated efforts in research and curriculum studies and a clearing house for the studies of 55 organizations.

The meeting adjourned at 5:30 p. m.

IRVING F. PEARSON,
Executive Secretary, IEA

GRIN AND BEAR IT **By Lichty**

"We better forget about putting on a Christmas play . . . there doesn't seem to be much angel material around . . ."

Courtesy of George Lichty and The Chicago Sun-Times Syndicate

Calendar

DECEMBER

27 to 29—IEA Annual Meeting; Hotel Sherman, Chicago.

27 to 29—Illinois Elementary School Principals Association, in conjunction with IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—Illinois Association of Classroom Teachers, in conjunction with IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—Women Delegates Association, in conjunction with IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—Delta Kappa Gamma, in conjunction with IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—Phi Delta Kappa, in conjunction with IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—Joint Alumni Council of the teachers colleges, in conjunction with the IEA Annual Meeting; Sherman Hotel, Chicago.

27 to 29—National Science Teachers Association, NEA, annual winter meeting; Philadelphia.

27 to 29—National Council of Teachers of Mathematics, NEA, 12th Christmas meeting; Oklahoma A and M, Stillwater.

JANUARY

28 to Feb. 1—Ninth Annual Reading Institute; Temple University, Philadelphia.

FEBRUARY

7 to 10—NEA Department of Audio-Visual Instruction, national conference; Boston.

9 to 14—Association for Supervision and Curriculum Development, NEA, seventh annual meeting; Boston.

16 to 20—National Association of Secondary School Principals, NEA, 36th annual convention; Chicago.

21 to 23—United Business Education Association Divisions, NEA, joint meeting; Chicago.

21 to 23—American Association of Colleges for Teacher Education, NEA, annual convention; Chicago.

22 and 23—NEA Department of Elementary School Principals, central district meeting; St. Louis.

22 and 23—National School Boards Association, annual convention; St. Louis.

22 to 25—NEA Department of Rural Education, annual meeting; St. Louis.

23 to 27—NEA Department of Classroom Teachers, winter meeting; St. Louis.

23 to 27—American Association of School Administrators, NEA, regional convention; St. Louis.

25—National School Public Relations Association, NEA, regional convention; St. Louis.

25 and 26—American Educational Research Association, NEA, regional meeting; St. Louis.

APRIL

4—IEA Southwestern Division, annual meeting; Ainad Temple, East St. Louis.

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These Christmas angels are kindergarten children from the Decatur public schools.

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NEW YEAR

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